



2021-22

Elementary and Secondary Education Act (ESEA)

Consolidated Monitoring Guidance Document for Local Educational Agencies

**Wisconsin Department of Public Instruction
Jill K. Underly, PhD, State Superintendent**

This report is available from:

Title I and School Support Team
Attention: ESEA OOA
Wisconsin Department of Public Instruction
125 South Webster Street
Madison, WI 53703
<https://dpi.wi.gov/esea>

September 2021
Wisconsin Department of Public Instruction

The Wisconsin Department of Public Instruction does not discriminate on the basis of sex, race, color, religion, creed, age, national origin, ancestry, pregnancy, marital status or parental status, sexual orientation, or ability and provides equal access to the Boy Scouts of America and other designated youth groups.

Table of Contents (links)

Overview	4
ESEA Consolidated Requirements	7
Section 1 - Local Needs	7
Section 2 - Stakeholder Engagement	12
Section 3 - Professional Development	15
Section 4 - Private School Equitable Participation	18
Section 5 - English Learner Programs	22
Section 6 - Parent Notifications and Public Reporting	27
Section 7 - Family Engagement	34
Section 8 - Fiduciary Requirements	36
Title I, Part A Requirements	45
Section 9 - Title I Schoolwide Programming	45
Section 10 - Title I Targeted Assistance School (TAS) Programming	48
Section 11 - Family Engagement in Title I Schools	51
Section 12 - Coordination with Early Childhood Development Programs	56
Section 13 - Coordination to Serve Eligible Students in Title I and Non-Title I Schools	58
Section 14 - Out-of-Home Care (Foster Care)	62
Section 15 - Schools Identified for TSI or ATSI	65
Section 16 - Title I Fiduciary Requirements	67
Title II, Part A Requirements	71
Section 17 - Equitable Distribution of Teachers	71
Section 18 - Recruitment and Retention	73
Section 19 - Teacher and Paraprofessional Qualifications	76
Title III, Part A Requirements	79
Section 20 - Title III, Part A Activities	79
Title IV, Part A Requirements	84
Section 21 - Title IV Activities	84

Overview

The Wisconsin Department of Public Instruction (DPI) developed this guidance document to provide local education agencies (LEAs) a list of the requirements and expectations for the Federal Elementary and Secondary Education Act (ESEA) programs, including specific requirements for Title I, Part A; Title II, Part A; Title III, Part A; and Title IV, Part A, as well as cross-cutting requirements for all the Titles.

LEAs are encouraged to review the requirements, ensure that the required documentation is on file, and know which LEA staff could provide more insight to the LEA's level of compliance by articulating the answers to the guiding questions on an annual basis. LEAs may choose to use the document collection tool (available on this website:

<https://dpi.wi.gov/esea/esea-monitoring-process/how-should-leas-prepare-monitoring>) to house required documents.

LEAs selected for ESEA consolidated monitoring will be required to complete this process. However, it is important to note that in the fall, DPI will send LEAs selected for ESEA Consolidated Monitoring, a document collection tool that is specific to them. LEAs selected for monitoring will be required to use the document collection tool provided by DPI.

How to Use This Guide

This guide was developed for LEAs selected for DPI's ESEA consolidated monitoring; however, all LEAs are encouraged to use it as a self assessment tool to determine compliance with the federal statutes. In addition to explaining DPI's ESEA Consolidated Monitoring process, this guide lists requirements under ESEA and a rubric for each requirement.

This guide may feel overwhelming simply because of its size. DPI pulled the requirements into one document so all of the requirements are in one place. DPI recommends LEAs form a team (or utilize an existing leadership team) to work on gathering documents, discuss answers to the guiding questions, and conduct a self assessment together. The team may choose to "jigsaw" the requirements by asking different staff within the LEA to be responsible for different sections.

Forming a team will bring alignment to the process as well as provide an opportunity for building capacity across staff. For example, business managers learn program requirements while program staff learn the ins and outs of the business rules.

Additionally, it is important to keep in mind that this document lists the minimum requirements for ESEA grant funds. If a team finds themselves not meeting a requirement, the LEA should reach out to DPI for support. The overarching goal for all of this work is to ensure all students receive the supports they need, when they need them, in order to be successful. If DPI can help LEAs better support teachers, who in turn better support students, then we are all meeting the goal.

Lastly, DPI is well aware of the LEAs that often go above and beyond the requirements, so please use this document as an opportunity to celebrate the work that is exemplar.

ESEA Consolidated Monitoring Process

The DPI has oversight and monitoring responsibilities to review compliance within the ESEA consolidated programs. DPI's monitoring process is two fold: universal (helping all LEAs understand the basic rules and requirements) and intensive (collaborating with or coaching selected LEAs to ensure full implementation of all requirements).

Universal Monitoring

Universal monitoring is in place for all LEAs receiving ESEA funds. It includes basic technical assistance and support during the application and claiming process in WISEgrants. It also includes an extensive review and approval process by DPI staff for all ESEA consolidated applications and claims submitted by LEAs.

Intensive Monitoring

Intensive monitoring targets a greater level of support to a small group of LEAs selected from an annual risk assessment conducted by DPI. In addition to the universal support provided to all LEAs during the application process, DPI staff conduct a desk review and on-site visit with these selected LEAs to provide more intensive guidance and support.

Being selected for intensive monitoring does not mean the LEAs have done something wrong. It simply means they have been identified as potentially needing more support and technical assistance from DPI based on the risk assessment. DPI encourages LEAs to view intensive monitoring as an opportunity to seek support and guidance as appropriate.

The risk assessment factors used to determine which LEAs are selected for intensive monitoring include student assessment and graduation data; inequitable distribution of teachers; combined allocations for all ESEA grants; monitoring history; history of past single audit findings; and history of late application and report submissions. On very rare occasions, an LEA is selected for intensive monitoring because DPI learned they intentionally choose not to comply with one or more requirements of the federal law.

This guidance document outlines the requirements for all LEAs whether they are selected for intensive monitoring or not. It lists the required documentation LEAs need to have on file, guiding questions that are used to drive discussions during the on-site visit, and the rubric DPI staff will use to determine an LEA's level of compliance.

This guide references the on-site visit. However, during the 2021-22 school year, the on-site visit will be held virtually rather than in-person.

Required Documentation Collection/Desk Review

DPI will develop an ESEA Monitoring Google Site for each LEA selected for intensive monitoring. LEAs will submit all required documentation through their Google Site. The required documentation is based upon the latest authorized version of ESEA. LEAs demonstrate compliance by uploading artifact(s) as described in the required documentation sections in this guide. LEAs must observe all requirements of the [Family Educational Rights and Privacy Act \(FERPA\)](#) when developing and submitting documents to their Google Site for ESEA Consolidated Monitoring. In other words, LEAs must ensure documents uploaded to the Google Site do not include any personally identifiable information (PII). LEAs will have a sufficient amount of time to upload documentation and DPI staff will review the submitted documentation prior to the visit. LEAs should **not** upload narrative responses to the guiding questions.

On-Site Visit (Guiding Questions)

This guide references the on-site visit. However, during the 2021-22 school year, the on-site visit will be held virtually rather than in-person.

The purpose of the on-site visit is to gather additional information related to each of the requirements to determine an LEA's level of compliance. **Written responses to the guiding questions are not required.** A group of DPI staff (approximately three to six people) will participate in the on-site visit, giving the LEA an opportunity to seek support where needed or to highlight promising practices. DPI staff may not ask all of the guiding questions listed in this guide. They will only ask questions to help them better understand the LEA's level of compliance with a requirement.

It is important that LEA staff who work with the ESEA programs participate in gathering and uploading required documentation, as well as speak in-depth to the programs monitored during the on-site visit. The ESEA Coordinator and the individual program coordinators responsible for program implementation must be present for the on-site visit, as DPI staff will engage them in the monitoring interview process.

Rubric

There is a rubric listed for each requirement. DPI staff will use these four categories to determine an LEA's level of compliance with the law.

1. Beginning - There is no evidence that the LEA is in compliance or there are gaps in evidence. If an LEA is at the "Beginning" level, DPI will require corrective action and will provide support to the LEA in order to meet the requirement.
2. Developing - There is documentation that the LEA is in compliance, but lacks evidence of implementation of the requirement. If an LEA is at the "Developing" level, DPI will provide support and recommendations for improvement.
3. Accomplished - There is evidence that the LEA is in compliance with the law and implements policies/procedures in accordance with the law. If an LEA is at the "Accomplished" level, no action from DPI or the LEA is necessary.
4. Exemplar - There is evidence that the LEA is in compliance with the law; implements policies/practices in accordance with the law; AND demonstrates positive outcomes for students. If an LEA is at the "Exemplar" level, DPI will provide the LEA commendations for their work.

Report/Results

Preliminary findings will be presented to LEAs at the conclusion of the visit. A formal written report will be sent to LEA leaders approximately six weeks after the visit. The formal report will identify strengths, weaknesses, any necessary corrective action, and will provide technical assistance if needed. If corrective action is necessary, DPI will send the LEA a final closure letter when all corrective actions are complete.

ESEA Consolidated Requirements

Section 1 - Local Needs

Requirement 1.1. Needs Assessment

The LEA shall use student, educator, school, and stakeholder data to review annually the progress of each school and identify needs.

The LEA shall examine relevant data to understand students' and educators' most pressing needs, including the potential root causes of those needs given local context. Particular attention should be devoted to students who are not meeting the college- and career-ready standards, and any other factors as determined by the LEA.

Sections 1112(b)(1), 2103(b)(2)(D), 4106(d)

In order to have a successful needs assessment that is both needs-driven and context-specific, the LEA should examine student, school, educator, and stakeholder data when identifying local needs:

Stakeholders	Student Data	School Data	Educator Data
Educators	Demographics	Resources	Effectiveness
Students	Achievement and Growth	Safety	Retention Rates
Families	Graduation Rates	Climate	Areas of Expertise and Shortages
Community			Job Satisfaction

1.1. Required Documentation

A plan discussing the identified local needs related to the four ESSA objectives.

Objective 1: LEAs will provide every student access to a well-rounded education that meets their learning needs in an appropriate, healthy, and safe environment (including effective use of technology).

Objective 2: LEAs will provide professional growth and improvement opportunities for all teachers, principals, and other school leaders to further a high-quality education for all students.

Objective 3: LEAs will utilize evidence-based interventions and support services to ensure every student graduates from high school prepared for their college or career plans.

Objective 4: LEAs will make progress on closing the achievement gap for all subgroups in English language arts and math, so all students meet challenging academic standards.

1.1. Guiding Questions

1. What data sources are readily available (student, educator, and student/staff/parent, and community data)?
2. If applicable, what data have been used to address well-rounded education, healthy and safe school environments, and effective use of technology?
3. Describe the process used (including criteria, guidance, and rubrics) to analyze and correlate data.
4. How are the [continuous improvement processes](#) used to identify the areas of improvement and capitalize on the areas of strength?
5. How has your LEA engaged in a root cause analysis to identify priority needs?
6. How are priority needs addressed to ensure equitable access to a better education for all students, specifically students of color, students experiencing poverty, students with IEPs, and English learners?

1.1. Rubric

Beginning	The LEA did not provide a synopsis.
Beginning	The LEA provides a synopsis that indicated it did not use data for a needs assessment.
Beginning	The documentation does not adhere to Personal Identifiable Information (PII) protections (i.e. includes student identifiable information).
Beginning	For an LEA receiving more than \$30,000 in Title IV, Part A, the LEA does not provide evidence that the data was collected in each of the three areas of Title IV-A.
Developing	<p>The LEA provides a synopsis that indicates it engaged in a needs assessment through a data and practice inquiry process, reviewing some, but not all of the following:</p> <ul style="list-style-type: none">• Quantitative interim and summative student data, including disaggregated data for relevant student groups• Qualitative data• Educator practice data• Root cause analysis• All relevant plans (district strategic plan, language instruction education program (LIEP) for English learners, building improvement plan, technology plan, etc.
Developing	<p>The LEA provides a synopsis that indicates it engaged in a needs assessment through a data and practice inquiry process, reviewing all of the following:</p> <ul style="list-style-type: none">• Quantitative interim and summative student data, including disaggregated data for relevant student groups• Qualitative data• Educator practice data

	<ul style="list-style-type: none"> • Root cause analysis • All relevant plans (district strategic plan, English learner plan, building improvement plan, technology plan, etc.), <p>BUT the LEA focuses on gaps and deficits, with minimal attention to assets and successes.</p>
Developing	The LEA summarizes the data collected and the results of the needs assessment, including root cause analysis, in an easy-to-understand format, but it is not accessible to all stakeholders.
Accomplished	<p>The LEA provides a synopsis that indicates it engaged in a needs assessment through a data and practice inquiry process, reviewing all of the following:</p> <ul style="list-style-type: none"> • Quantitative interim and summative student data, including disaggregated data for relevant student groups • Qualitative data • Educator practice data • Root cause analysis • All relevant plans (district strategic plan, English learner plan, building improvement plan, technology plan, etc.) <p>AND, the LEA</p> <ul style="list-style-type: none"> • Focuses on assets, funds of knowledge and successes in addition to gaps and deficits; • Identifies and prioritizes needs based on needs assessment; and • Summarizes the data collected and the results of the needs assessment, including root cause analysis, in an easy-to-understand and accessible (including native languages of stakeholders) format.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND celebrates success, as well as uses outcome and practice data to identify areas of growth and next steps.

Requirement 1.2. Frequency of Needs Assessment

LEAs receiving a Title IV, Part A allocation over \$30,000 shall complete a needs assessment every three years.

Section 4106(d)(3)

1.2. Required Documentation

No documentation is required for this requirement.

1.2. Guiding Questions

1. How often does your LEA conduct a needs assessment?
2. What was learned from the previous needs assessment? What changes were made based on the feedback from the previous needs assessment?

1.2. Rubric

Beginning	The LEA does not conduct a needs assessment or has not conducted one within the last three years.
Accomplished	The LEA conducts a needs assessment once every three years.
Exemplar	The LEA conducts a needs assessment on an annual or bi-annual basis.

Requirement 1.3. Integration with Other Funds

Services funded with ESEA funds must be integrated and coordinated among ESEA Titles and with other federal, state, and local programs.

Sections 1114 (a)(1); 1115(b)(2)(F); 1423(a)(9); 2103(b)(2)(F); 3115(a); 4110; and 8305(b)

1.3. Required Documentation

No documentation is required for this requirement. The LEA submitted an ESSA LEA plan and a grant application for each Title in which they received funds.

DPI staff will review WISEgrants to make sure the LEA has an approved LEA plan and submitted the grant application for each ESEA Title where the LEA receives funding.

1.3. Guiding Questions

1. How are ESEA funds integrated and coordinated to accelerate growth and positive changes for learners most at risk?
2. Describe the process used to align the identified needs to the ESEA program objectives and activities.
3. If your LEA received Title V- Rural and Low-Income School (RLIS) funding, how did you decide which programs to support with that funding?

1.3. Rubric

Beginning	The LEA did not submit one or more ESEA grant applications.
Beginning	The LEA does not coordinate ESEA funds with other federal, state, and local programs.
Developing	The LEA describes their process to align funds to identified needs at either the school or district level, BUT not both.
Developing	The LEA describes their plan (or process) to align funds to identified needs and/or identified priorities at both the district and school level, BUT the LEA does not provide examples of integrated resources to accelerate growth and positive changes for learners most at risk.

Accomplished

The LEA:

- Describes their plan (or process) to align funds to identified needs and/or identified priorities at both the district and school level, AND
- Provides examples of integrated resources to accelerate growth and positive changes for learners most at risk, AND
- If applicable, describes how they decided which Title to support with their Title V-Rural and Low-Income School (RLIS) funding.

Exemplar

The LEA meets the criteria in the “Accomplished” category AND describes their process to analyze funding and resources at both the district and school level, which includes steps to repurpose funds and/or resources to address inequities.

Section 2 - Stakeholder Engagement

Requirement 2.1. Ongoing Engagement

LEA continually engages diverse stakeholders to assess needs, participate in decision-making processes, and as appropriate, implement and evaluate plans for the LEA and schools.

Stakeholders include teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, charter school leaders (where applicable), parents, students (if age appropriate); and depending on the context, community partners and local government representatives.

Sections 1114(b)(2); 1115(b)(2)(E); 2103(b)(3); 3116(b)(4)(C) and 4106(c)(1-2)

2.1. Required Documentation

No documentation is required for this requirement.

2.1. Guiding Questions

1. Who are your LEA's stakeholders?
2. How does your LEA ensure the families of all students, including students with the greatest needs (academic, social emotional, etc.) are included?
3. Describe the efforts used to identify and engage parents and families who have limited English proficiency.
4. Describe the process and the frequency used to engage stakeholders for continuous improvement. How is ongoing stakeholder engagement used to support and enhance the evaluation of progress for district and/or school plans?

2.1. Rubric

Beginning	The LEA does not provide evidence of ongoing stakeholder engagement, or meetings that include stakeholders are rarely held or not at all.
Developing	The LEA provides evidence of ongoing stakeholder engagement that is part of the continuous quality improvement process, BUT does not include representation of student populations who have been historically/are currently marginalized.
Developing	The LEA engages stakeholders who include representation of student populations who have been historically/are currently marginalized, BUT does not demonstrate how their engagement is part of the continuous quality improvement process.
Accomplished	The LEA engages stakeholders who include representation of student populations who have been historically/are currently marginalized AND shows that the engagement is part of the continuous quality improvement process.

Exemplar

The LEA meets the criteria in the “Accomplished” category AND provides examples of policies/procedures that were changed based on stakeholder engagement.

Requirement 2.2. Consultation with American Indian Nations

LEAs who educate students who are American Indian are required to consult with tribal nations and communities, or with organizations approved by the tribal nations, located in the area served by the LEA. LEAs should conduct the consultation with Wisconsin tribal nations in advance of making significant decisions regarding their ESSA LEA Plan to ensure meaningful contributions are made.

Section 8538

DPI encourages all LEAs to consult with their local tribal nations and/or communities in advance of making significant decisions. However, this requirement only applies to LEAs that received \$40,000 or more of Title VI Indian Education funds in Wisconsin during 2017 and/or have 50 percent or more of its student enrollment made up of American Indian/Alaskan Native students.

School District of Ashland	Lac Du Flambeau School District
Ashwaubenon School District	Madison Metropolitan School District
School District of Bayfield	Milwaukee Public Schools
School District of Black River Falls	Menominee Indian School District
School District of Bowler	Shawano School District
School District of Crandon	Seymour Community School District
Green Bay Area Public Schools	School District of West De Pere
Hayward Community School District	

2.2. Required Documentation

No documentation is required for this requirement. The LEA submitted required documentation with the ESSA LEA plan narrative.

2.2. Guiding Questions

LEA may invite representatives from American Indian Nations to participate in this conversation.

1. Describe how ongoing consultation is maintained with American Indian Nations.
2. What successes and/or challenges were found with the consultation process?
3. How has your LEA worked with American Indian leaders and community members to:
 - Identify needs and priorities to address the American Indian students and families?
 - Develop district plans (including goals, objectives, and outcomes) and policies for programs that affect American Indian students and families?
 - Leverage American Indian cultural expertise and knowledge to support district programs involving American Indian students and families?
 - Provide American Indian leaders and community members with regular opportunities to offer input and feedback on program implementation, including the decision-making process?

- Determine effective ways to share and use data to support American Indian students?
- Include culturally appropriate and realistic performance measures and data collection methods?
- Regularly inform American Indian leaders and community members of program progress and impacts?

2.2. Rubric

Beginning	The LEA does not maintain ongoing consultation with representatives from American Indian Nations.
Beginning	The LEA only meets with representatives from American Indian Nations annually, BUT the meeting does not allow the representatives from American Indian Nations to provide input or feedback regarding ESEA programming.
Developing	The LEA meets with representatives from American Indian Nations regularly, BUT does not use data to inform decisions regarding ESEA services.
Accomplished	<p>The LEA meets with representatives from American Indian Nations regularly AND has a system in place to:</p> <ul style="list-style-type: none"> • Identify needs and priorities with regard to the development of programs to support American Indian students; • Develop district plans, policies, goals, objectives, and outcomes for programs that affect American Indian students and families; • Leverage American Indian cultural expertise and knowledge to support district programs involving American Indian students; • Provide American Indian leaders and community members with regular opportunities to offer input and feedback on program implementation. • Include representatives from American Indian Nations in the decision making process. • Determine effective ways to share and use data to support American Indian students; • Include culturally appropriate and realistic performance measures and data collection methods; and • Regularly informs American Indian leaders and community members of program progress and impacts.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND has data demonstrating positive student outcomes as a result of the system developed.

Section 3 - Professional Development

Requirement 3.1. Professional Development Plan

The LEA provides a description of the professional development plan focusing on teachers, superintendents, principals, and paraprofessionals in order to increase student achievement and close the achievement gap in all academic areas, between low-income and minority students and their peers.

Sections 2103 (b)(3) (E-P); 1114(b)(7)(A)(iii)(IV); 1115(b)(2)(D); 3115(c)(2)

Resource(s)

- Hexagon Tool (developed by the National Implementation Research Network):
https://dpi.wi.gov/sites/default/files/imce/sspw/TSSGettingStarted_NIRN_HexagonTool.pdf
- Ideas that Work website on evidence-based practices:
<https://ccrs.osepideasthatwork.org/teachers-academic/evidence-based-practices-instruction>
- Professional learning plan
<https://learningforward.org/wp-content/uploads/2017/09/professional-learning-plans.pdf>

3.1. Required Documentation

A copy of the professional development/professional learning plan that includes all of the following:

- A description of the opportunities offered to public and private school staff;
- Strategies to address the needs of all students; and
- Alignment to the college- and career-ready standards and/or the Wisconsin Academic Standards;

Additionally, the professional development/professional learning plan must be:

- Grounded on evidence-based research; and
- Developed in collaboration with stakeholders including teachers, principals, administrators, other appropriate school personnel, and parents of children in schools served, including parents of private school students.

3.1. Guiding Questions

1. Describe the professional development opportunities provided to teachers, principals, school leaders, and other instructional staff that addressed the priorities identified in the needs assessment.
2. Describe the process used to ensure that all professional learning practices, interventions, and strategies meet the most relevant level of evidence-based instructional practices.
3. How does the professional learning for teachers, principals, instructional paraprofessionals, and other school leaders support the use of high-quality instructional materials aligned to the college- and career-ready standards and/or the Wisconsin Academic Standards?
4. What actions are taken to ensure the needs are addressed for students with different learning styles, including students with special needs, gifted and talented students, and English learners?

5. What professional development activities were implemented with Title III funds to increase English language proficiency of students or substantially increase content knowledge and teaching skills of teachers of English learners (ELs)?
6. What activities have been used to address the needs of gifted and talented students?
7. If funds are used for Science, Technology, Engineering, and Mathematics (STEM), what activities have been offered to all instructional staff to ensure that all students, including students with disabilities, English learners, and gifted and talented students, have access to STEM education and literacy?
8. What are the outcomes from evaluating the professional development plan, and what changes need to be made based on these outcomes?

3.1. Rubric

Beginning	The LEA does not have a professional development plan.
Beginning	<p>The LEA provides a plan that:</p> <ul style="list-style-type: none"> • Lacks cohesiveness and contains isolated activities; • Is not based on the needs of students or is not differentiated to address the students with different learning styles; • Does not include an evidence-based improvement strategy, or the selection is within the lower quartile of the action steps supporting implementation of instructional and leadership practices aligned to the evidence-based improvement strategy; • Does not include high-quality instructional materials; • Does not include an action plan or logic model that connects the professional development components; • Does not include activities implemented with Title III funds to increase children's English language proficiency or substantially increase content knowledge and teaching skills of teachers of ELs; • Does not align with the college and career ready standards; • Does not target schools most in need, such as TSI, CTS, and ATSI; <p>AND/OR</p> <ul style="list-style-type: none"> • Does not include an evaluation plan.
Developing	<p>The LEA has a plan that includes all of the requirements, BUT it includes any of the following:</p> <ul style="list-style-type: none"> • The LEA selected an evidence-based improvement strategy that is not aligned to prioritized needs; • The LEA selected an evidence-based improvement strategy that is not aligned to the Tier 1-4 level of evidence; • The LEA cannot articulate the professional development plan selection process; • The evaluation is based on exit surveys and has very little connection to summative assessment data; AND/OR • The plan does not fully address the students most in need and/or does not fully address the different learning styles of students.

Accomplished	<p>The LEA has a plan that includes all of the requirements AND</p> <ul style="list-style-type: none"> • The plan fully supports the implementation of instructional and leadership practices aligned to the evidence-based improvement strategy; • The ongoing professional learning (training and coaching) is reflected during the implementation of the evidence-based improvement strategy; • The plan has a system for monitoring the use of student outcome data and educator practice data during implementation; AND • All educators are familiar with the development and implementation of the professional development plan.
Exemplar	<p>The LEA meets the criteria in the “Accomplished” category, selected an evidence-based improvement strategy that aligns with the Tier 1-3 level of evidence, AND/OR</p> <ul style="list-style-type: none"> • Uses correlation studies and statistical models to demonstrate the impact of professional development in student achievement, and/or • Demonstrates that the impact on student achievement is high and scaling up is possible. <p><i>(Note: The WISELearn educator portal contains an organized compilation of targeted resources to support continuous improvement activities, such as selection of an evidence-based improvement strategy.)</i></p>

Section 4 - Private School Equitable Participation

Resource(s)

- Hyperlink to DPI's website regarding ESEA equitable participation requirements:
<https://dpi.wi.gov/esea/equitable-services-private-school-students>

Requirement 4.1. Consultation

The LEA engages in timely and meaningful consultation with all private schools located within the LEA's boundaries, regarding funds available under ESEA to address the needs of the private school students and staff members.

Section 1117(b)(3), Section 8501(c)(3)

4.1. Required Documentation

Evidence (meeting agenda/minutes, letter, email, and/or video/audio recordings) documenting that consultation between the LEA and private school(s) continued throughout the implementation and assessment of activities under ESEA.

4.1. Guiding Questions

1. Describe the process used to ensure the initial consultation takes place before making any decision that affects the opportunities of eligible private school children, teachers, and other educational personnel who participate in ESEA funded programs.
2. If funds were transferred from Title II, Part A or Title IV, Part A to another ESEA program, what steps were taken to ensure the private schools were notified before the transfer was made?
3. Describe the consultation that goes on throughout the year with the private school officials. How often are meetings held? What topics (e.g family engagement, student progress, etc.) are discussed?
4. Were there any disagreements between your LEA and the private school(s) on the provision of services through a contract (vendor)? If so, how were they handled and what documentation was provided to the private school(s) explaining the reasons for the decision(s)?

4.1. Rubric

Beginning	The LEA does not provide, or is unable to provide, evidence of follow-up after the initial consultation. If applicable, the LEA cannot describe how the disagreement between the LEA and private school was resolved.
Developing	The LEA provides evidence of ongoing consultation, BUT the evidence does not indicate if student progress, implementation of services, and/or evaluations were discussed for one or more applicable Titles.

	If applicable, the LEA can describe how the disagreement between the LEA and private school was resolved, BUT does not have documentation of the disagreement, the resolution, and the rationale for the resolution.
Accomplished	<p>The LEA provides examples of communication to demonstrate ongoing consultation between the LEA and private school(s) for all applicable Titles throughout the year, AND the ongoing consultation includes discussion about student progress, implementation of services, and/or evaluations discussed for one or more applicable Titles.</p> <p>If applicable, the LEA can describe how the disagreement between the LEA and private school was resolved, AND has documentation of the disagreement, the resolution, and the rationale for the resolution.</p>
Exemplar	<p>The LEA meets the criteria in the “Accomplished” category AND demonstrates that ongoing consultation occurs regularly. (e.g. monthly, quarterly, etc.)</p> <p>If applicable, the LEA meets the criteria in the “Accomplished” category regarding the disagreement between the LEA and private school, AND shares the formal process for how disagreements are handled and documented.</p>

Requirement 4.2. Equitable Services Provided

The LEA shall provide eligible private school students, teachers, and other educational personnel, services that address their needs under ESEA and are equitable to the services provided to participating public school children, teachers, and other educational personnel.

The LEA shall provide services that are secular, neutral, and non-ideological.

The LEA shall ensure services under equitable participation are provided by employees of a public agency; or through contract by the public agency with an individual, association, agency, organization, or other entity.

Sections 1117 and 8501

4.2. Required Documentation

A copy of the plan for equitable services that includes the following (all are required):

- The multiple academic achievement measures used to determine the needs of eligible private school students;
- The equitable services provided to private school students, including family engagement activities for eligible students;
- The equitable services provided to private school teachers and other personnel;
- How and when services will be provided, as well as who will provide services (either LEA staff or vendors); and
- The measures used to evaluate the plan throughout the school year.

4.2. Guiding Questions

1. What measures were used to determine eligible students and the needs of the private school? How does your LEA ensure funds are utilized to best address the needs of students in regards to provided services?
2. How does your LEA guarantee that services are provided around the same time that public schools start services?
3. How is it determined where and by whom the services will be provided?
4. How are ESEA funded services and programs for private school students and staff monitored and evaluated?

4.2. Rubric

Beginning	The LEA does not have documentation of the services agreed upon or provided to private schools.
Beginning	The documentation does not adhere to Personal Identifiable Information (PII) protections (e.g., includes student identifiable information).
Beginning	The LEA has documentation of services provided, BUT does not use a variety of academic achievement measures to determine the needs of private school children and staff or a process to evaluate services provided.
Developing	The LEA uses multiple academic achievement measures to determine the needs of eligible private school children and staff, BUT only provides lists of services and evaluation measures, etc. A plan is not documented.
Accomplished	<p>The LEA uses multiple academic achievement measures to determine the needs of eligible private school children and staff, and provides a plan for:</p> <ul style="list-style-type: none">• Services to students for applicable Titles;• Services to private school teachers and other personnel for applicable Titles; and• A process in place to evaluate and modify equitable services, as necessary, throughout the school year.
Exemplar	The LEA meets the criteria in the “Accomplished” category and demonstrates that their processes have modified services based on data or feedback from private school officials, AND/OR demonstrates positive outcomes for private school students.

The LEA shall maintain all control of funds used to provide services; and title to materials, equipment, and property purchased for equitable participation.

Sections 1117 and 8501

Requirement 4.3. Public Control of Funds

The LEA shall maintain all control of funds used to provide services; and title to materials, equipment, and property purchased for equitable participation.

Sections 1117 and 8501

4.3. Required Documentation

No documentation is required for this requirement.

4.3. Guiding Questions

1. What procedures are in place for your LEA to maintain control of the funds?
2. How are the supplies, materials, and equipment purchased to support equitable services tracked; and what steps are taken to ensure the supplies, materials, and equipment are only used for equitable services?
3. Describe how the budget and fiscal regulations are communicated with private school officials.

4.3. Rubric

Beginning	The LEA reimburses the private schools for services. (Note: this is an unallowed practice and would require repayment of funds.)
Beginning	The LEA follows their policies and procedures for procuring goods and services for equitable participation, BUT does not follow its inventory control procedures to safeguard materials used for public school equitable participation.
Developing	The LEA follows their policies and procedures for procuring and safeguarding goods and services for equitable participation, BUT does not communicate the procedures with private school officials.
Accomplished	The LEA follows their policies and procedures for procuring and safeguarding goods and services for equitable participation AND communicates these procedures with private school officials.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND has dedicated administrative staff to ensure compliance.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND has a public dashboard to ensure transparency with their governing board and private schools officials.

Section 5 - English Learner Programs

Under Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act (EEOA), all states and LEAs must ensure that English learners (ELs) can participate meaningfully and equally in educational programs and services. Additionally, ESSA requires states to ensure LEAs meet the following requirements for EL programs.

Resources

- DPI's English Learner Policy Handbook:
<https://dpi.wi.gov/english-learners/el-identification-and-placement>

Requirement 5.1. Entrance and Exit Criteria

The LEA shall implement the state standardized entrance and exit procedures for English learners (ELs). This includes assurances that those students are assessed for EL status within a timely manner (30 day after enrollment) and placed in an effective language instruction educational program (LIEP).

Sections 1112(e)(3)(A) and 3113 (b)(2)

5.1.a. Required Documentation - Entrance Criteria

The home language survey.

5.1.a. Guiding Questions - Entrance Criteria

1. Describe the process to identify ELs eligible to access language education services. Is the state standardized home language survey administered to all families upon enrollment?
2. Describe the process for screening for potential EL status, as indicated by the home language survey.

5.1.a. Rubric

Beginning	The LEA does not demonstrate adoption of the state standardized home language survey.
Developing	The LEA has some of the state standardized entrance procedures for English learners in place.
Accomplished	The LEA has implemented the state standardized entrance procedures for English learners.
Exemplar	The LEA meets the criteria in the "Accomplished" category AND provides evidence that they ensure an accurate screening result by engaging families in understanding the purpose of the survey, providing translators to support families while completing the survey, and/or having staff meet with individual families to ensure accurate placement in EL programming.

5.1.b. Required Documentation - Exit Criteria

The LEA's procedures for exiting students, which includes two-year monitoring and four-year reporting of academic assessment(s) of students that have exited EL status.

Note: The exit criteria is defined by the DPI. Students who are ELs must exit when they obtain a score of 5 on the ACCESS for ELs, or at least 4.5 on ACCESS for ELs with evidence of language fluency based on the multiple indicator protocol.

Procedures should include the following information:

- The LEA's two-year monitoring process and four-year reporting (including students who transfer into the district that may have been exited by the former district in prior years).
- The process to address any language fluency or academic gaps that remain after a student has exited the LIEP.
- The use of multiple indicator protocols.
- The process to notify parents/guardians when their child exits programming.

5.1.b. Guiding Questions - Exit Criteria

1. Describe the process to exit students who are ELs from the LIEP. Be sure to include the following information:
 - a. The LEA's two-year monitoring process and four-year reporting (including students who transfer into the district that may have been exited by the former district in prior years).
 - b. The process to address any language fluency or academic gaps that remain after a student has exited the LIEP.
 - c. The use of multiple indicator protocols.
 - d. The process to notify parents/guardians when their child exits programming.

5.1.b. Rubric

Beginning	The LEA does not demonstrate adoption of the state standardized exit procedures.
Developing	The LEA has some of the state standardized exit procedures for English learners in place.
Accomplished	The LEA has implemented the state standardized exit procedures for English learners AND demonstrates procedures for two-year monitoring and four-year reporting of academic progress on the state's academic assessment/s.
Exemplar	The LEA meets the criteria in the "Accomplished" category while demonstrating effective and meaningful communication with EL families.

Requirement 5.2. Parent Notification of Language Instruction Programs

If the LEA is using funds under Title I, Part A or Title III, Part A to support the language instruction educational programs, the LEA shall inform parents of an English learner identified for participation in the program no later than 30 days after the beginning of the school year.

Section 1112(e)(3)

Note: this requirement applies to LEAs who join a consortium for Title III, Part A services.

5.2. Required Documentation

Communications used to notify parents of their child's identification to participate or their child's participation in an English learner program, that includes all of the following:

- The reasons for the identification of their child as an English learner and need for placement in an LIEP;
- Level or English proficiency, how English proficiency was assessed, and the status of the child's academic achievement;
- The methods of instruction used in the LIEP; and methods of instruction in other available programs, including how they differ in content instructional goals, and the use of English and a native language in instruction.
- How the LIEP will meet the educational strengths and needs of their child;
- How such program will specifically help their child learn English and meet age-appropriate academic achievement standards for grade promotion and graduation;
- The process for exiting English learner designation; including the expected rate of transition from LIEP programming and the expected graduation rate;
- In the case of a child with a disability, how such language instruction education program meets the objectives of the individualized education program of their child, as described in section 614(d) of the Individuals with Disabilities Education Act (20 U.S.C. 1414(d));
- The requirement to annually assess the student's English language proficiency until the student reaches proficiency, independent of whether or not the parents accept or deny EL services;
- The LEA's obligation to support students' academic needs and allowable language services and accommodations available should a parent accept or deny services (as required under the Title VI of the Civil Rights Act of 1964 (Title VI) and the Equal Educational Opportunities Act of 1974 (EEOA));
- Information pertaining to parental rights that includes written guidance:
 - Detailing the right of a parent to immediately have their child removed from the program upon their request; and
 - Detailing the options that parents have to decline to enroll their child in an LIEP or to choose another program or method of instruction, if available; and
 - Assisting parents in selecting among various programs and methods of instruction, if more than one program or method is offered by the LEA.

5.2. Guiding Questions

1. Describe the process, including timelines, to notify parents of their child's participation in the language instruction program. What system is in place to identify a student as an English learner within the first 30 days of the school year, or two weeks from when a student enrolls after the start of school? What system is in place to ensure that parents are informed of their child's access to an effective language education program and associated rights?
2. What system has been used to ensure that a student is not admitted to, or excluded from, any federally assisted education program on the basis of a surname or language-minority status?
3. What system has been used to ensure regular communication with parents is in an understandable and uniform format and, to the extent practicable, in a language or format that the parent can understand, including notification to parents of their right to be actively involved in their child's education?

5.2. Rubric

Not Applicable	The LEA does not use Title I, Part A or Title III, Part A to support language instruction educational programs. (Note: This requirement applies to LEAs that join Title III consortia.)
Beginning	The LEA does not have evidence that they informed parents of their child's identification for participation in language instruction educational programs (LIEP).
Beginning	The LEA has evidence of informing parents, BUT it was later than 30 days after the beginning of the school year or later than two weeks after a student enrolled in the middle of the school year.
Developing	The LEA provides evidence that they notified parents of their child's identification as an English learner, BUT the communication is missing one or more of the required points defined in the criteria, and/or the communications to parents were not available in a format or language that the parents could understand (to the extent practicable*).
Accomplished	The LEA provides evidence that they notified parents of their child's identification as an English learner; communications included all the required points defined in the criteria; and the communications to parents were available in a format or language that the parents could understand (to the extent practicable*).
Exemplar	The LEA meets the criteria in the "Accomplished" category AND provides evidence of one or both of the following: <ul style="list-style-type: none">• The LEA uses multiple techniques to share communication with parents.• The LEA has evidence of increased parent and family engagement in response to the communication.

** Practicable means that the vast majority of parents and families can access provided information. (For example, posting information online when many families may not have readily available internet access would not meet the requirements. Similarly, providing information only in English may not meet the needs of families who speak and read other languages.)*

Requirement 5.3. English Language Proficiency Standards

The LEA shall implement English language proficiency standards that are aligned with academic content and academic achievement.

Section 1111 (b)(1)(F)

Note this is required for all LEAs.

Resource(s)

- Hyperlink to English Language Proficiency Standards:
<https://wida.wisc.edu/teach/standards/eld/2020>

5.3. Required Documentation

No documentation is required for this requirement.

5.3. Guiding Questions

1. Describe the process used to ensure both general education and ESL teachers in all classrooms with ELs grades K-12 implement the English Language Development (ELD) standards.
 - a. How is your LEA building the capacity of classroom teachers, content teachers, and principals to help them understand how the ELD standards align with content standards?
2. Describe how space is created for collaboration between classroom/content teachers and ESL/Bilingual professionals.
3. Describe how you align the English language proficiency standards to academic standards and embed this into instruction for all classrooms with English learners present.
4. If there are no students identified as ELs, describe the plan to align the English language proficiency standards to content areas. How are multilingual learners language goals targeted within this plan of service?

5.3. Rubric

Beginning	The LEA has not implemented or aligned the English language proficiency standards. The LEA does not have a plan to ensure this requirement is met if they ever identify students as English learners (ELs).
Developing	The LEA has adopted the English language proficiency standards, BUT there is limited evidence of implementation and alignment within classrooms and content areas.
Accomplished	The LEA has implemented the English language proficiency standards AND they are aligned with academic standards. The LEA does not have any students identified as ELs, but has a plan in place to ensure this requirement is met if they ever identify students as ELs.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND provides evidence of systemic implementation and alignment that is reflected at the classroom level, and with clear and concise language and content objectives.

Section 6 - Parent Notifications and Public Reporting

Requirement 6.1. Parents' Rights to Inquire

At the beginning of each school year, the LEA shall notify parents of their right to inquire information regarding the following.

- The professional qualifications of their students' classroom teachers and paraprofessionals including the following:
 - Whether the student's teacher:
 - Has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
 - Is teaching under an emergency or provisional license; and
 - Is teaching in the field of discipline of the certification of the teacher.
 - Whether the child is provided services by paraprofessionals and, if so, their qualifications.
- The state or LEA's policy regarding student participation in any assessments required by the federal law and state law or LEA. The documentation shall include a policy, procedures, or parental right to opt the child out of such assessment, where applicable.

Sections 1112(e)(1)(A) and (2)(A)

6.1. Required Documentation

Communications developed at the beginning of the school year, used to inform parents of their right to inquire, and for the district to provide information about:

- whether their child's teachers have met state qualifications; are teaching out of their field; and if students are served by paraprofessionals, the certification of the paraprofessionals, and
- state or LEA's policy regarding student participation in any required assessments.

6.1. Guiding Questions

1. What systems have been used to ensure the parents' rights to inquire provisions are recognized and effectively responded to? For example:
 - a. Describe the process to inform parents at the start of each school year, that they may request and receive information on the professional qualifications of their child's teachers and paraprofessionals, as well as the state or LEA's policy regarding student participation in assessments.
 - b. What measures are used to ensure regular communication with parents is in an understandable and uniform format and, to the extent practicable, in a language or format that the parent can understand, including notification to parents of their right to be actively involved in their child's education?

6.1. Rubric

Beginning	The LEA does not have evidence of communication informing parents about their rights to inquire about their child's teacher's/paraprofessional's qualification, the policy regarding student participation in any required assessment, OR both.
Developing	<p>The LEA provides evidence of their communication informing parents about their rights to inquire about their child's teacher's/paraprofessional's qualification, AND the policy regarding student participation in any required assessment.</p> <p>The LEA provides evidence that is not in a format or language that all parents can understand (to the extent practicable*).</p>
Accomplished	The LEA provides evidence of their communication informing parents about their rights to inquire about their child's teacher's/paraprofessional's qualification; the policy regarding student participation in any required assessment; AND the evidence is in a format or language that all parents can understand (to the extent practicable*).
Exemplar	<p>The LEA meets the criteria in the "Accomplished" category AND one or both of the following:</p> <ul style="list-style-type: none">• The LEA uses multiple techniques to share communication with parents.• The LEA shares evidence of increased parent and family engagement in response to the communication.

* Practicable means that the vast majority of parents and families can access provided information. (For example, posting information online when many families may not have readily available internet access would not meet the requirements. Similarly, providing information only in English may not meet the needs of families who speak and read other languages.)

Requirement 6.2. Teacher Qualifications

The LEA shall provide parents timely notice that their student has been assigned or has been taught for four or more consecutive weeks, by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Sections 1112(e)(1)(B)(ii)

6.2. Required Documentation

If applicable, communications developed to inform parents if their child has been taught by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned for four or more consecutive weeks.

If all the LEA's teachers meet the state certification or licensure requirements at the grade level and subject area in which they have been assigned, the LEA should upload documentation stating, "All of the teachers in the LEA meet the state certification or licensure requirements at the grade level and subject area in which they have been assigned."

6.2. Guiding Questions

1. What process is used to ensure each school provides individual parents with timely notice that their child has been assigned, or taught for four or more consecutive weeks, in a core academic subject, by a teacher who is not highly qualified? (Core academic subjects include: English, reading or language arts, math, science, history, civics and government, geography, economics, the arts, and foreign languages.)

6.2. Rubric

Not applicable	All teachers in the LEA meet the state certification or licensure requirements at the grade level and subject area in which they have been assigned.
Beginning	The LEA does not have evidence of communication informing parents if their child has been taught by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned for four or more consecutive weeks.
Developing	The LEA provides communications developed to inform parents if their child has been taught by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned for four or more consecutive weeks, BUT the evidence is in a format or language that all parents can understand (to the extent practicable*).
Accomplished	<p>The LEA provides communications developed to inform parents if their child has been taught by a teacher who does not meet applicable state certification or licensure requirements at the grade level and subject area in which the teacher has been assigned for four or more consecutive weeks.</p> <p>The LEA provides evidence in a format or language that all parents can understand (to the extent practicable*).</p>
Exemplar	<p>The LEA meets the criteria in the “Accomplished” category AND demonstrates one or both of the following:</p> <ul style="list-style-type: none">• The LEA uses multiple techniques to share communication with parents.• The LEA has evidence of increased parent and family engagement in response to the communication.

** Practicable means that the vast majority of parents and families can access provided information. (For example, posting information online when many families may not have readily available internet access would not meet the requirements. Similarly, providing information only in English may not meet the needs of families who speak and read other languages.)*

Requirement 6.3. Curriculum and Academic Assessments

The LEA shall provide parents a description and explanation of curriculum, the forms of assessment used to measure student progress, the achievement and academic growth of the student, if applicable and available, on the state academic assessments required by ESSA (the Forward Exam, ACT, ACCESS for ELs, and Dynamic Learning Maps).

Sections 1112(e)(1)(B)(i) and Section 1116(c)(4)(B)

6.3. Required Documentation - Student Achievement

Communications developed to inform parents of their child's achievement on the Forward Exam, ACT, Dynamic Learning Maps and ACCESS for ELs, if applicable.

6.3. Guiding Questions

1. What systems are used to ensure that every school provides information to parents on their child's level of achievement in each of the state academic assessments?
2. How is information provided to parents regarding the curriculum? What information is provided, when is it provided, and how is it provided?
3. What systems are used to ensure regular communication with parents is in an understandable and uniform format and, to the extent practicable, in a language or format that the parent can understand, including notification to parents of their right to be actively involved in their child's education?

6.3. Rubric

Beginning	The LEA does not have evidence of communication informing parents on curriculum or their child's level of academic achievement and academic growth on the state academic assessments.
Developing	The LEA provides evidence of their communications developed to inform parents on curriculum and their child's level of achievement and growth on academic assessments, BUT the communication is not available in a format or language that the parent can understand (to the extent practicable*).
Developing	The LEA provides evidence of their communications developed to inform parents on curriculum and their child's level of achievement academic assessments, AND the communication is available in a format or language that the parent can understand (to the extent practicable*), BUT the LEA does not have systems (or internal procedures) in place to ensure these requirements are implemented.
Accomplished	The LEA provides evidence of their communications developed to inform parents on curriculum and their child's level of achievement on academic assessments in a format or language that the parents can understand (to the extent practicable*), AND the LEA has systems (or internal procedures) in place to ensure these requirements are implemented.

Exemplar	<p>The LEA meets the criteria in the “Accomplished” category AND demonstrates one or both of the following:</p> <ul style="list-style-type: none"> • The LEA uses multiple techniques to share communication with parents. • The LEA has evidence of increased parent and family engagement in response to the communication.
-----------------	---

** Practicable means that the vast majority of parents and families can access provided information. (For example, posting information online when many families may not have readily available internet access would not meet the requirements. Similarly, providing information only in English may not meet the needs of families who speak and read other languages.)*

Requirement 6.4. Public Reporting

For each grade served by the LEA, the LEA shall make widely available through public means, information on each federally required assessment, other assessments required by the state, and if feasible, assessments required by the LEA.

Section 1112(e)(2)(B) and Section 1111(h)(2)

6.4.a. Required Documentation - Assessment Performance

Communications used to inform parents and the public about LEA and school performance on state assessments (assessments defined on this [Wisconsin Student Assessment System: https://dpi.wi.gov/assessment](https://dpi.wi.gov/assessment) (WSAS) webpage), as reported in WISEdash.

Resource(s)

- [WISEdash District Communications Support](#)

6.4.a. Guiding Questions

1. What systems and procedures are used to ensure that parents and the public have access to the school and LEA performance?

6.4.a. Rubric

Beginning	The LEA does not have communications used to inform parents and the public about LEA and school performance on the state assessments.
Beginning	Communication provided does not adhere to Personal Identifiable Information (PII) protections (i.e. includes student identifiable information).
Beginning	The LEA only provides a link to their state report card.
Developing	The LEA provides directions or a link to WISEdash. This can include, but is not limited to information shared on the LEA website, parent guide, or bulletin, BUT does not provide guidance on how to navigate WISEdash or only provides vague guidance for WISEdash.
Developing	The LEA provides guidance on how to navigate WISEdash, BUT does not provide a link to WISEdash.

Accomplished	The LEA provides directions or a link to WISEdash AND includes guidance on how to navigate WISEdash. This can include, but is not limited to, information shared on the LEA website, parent guide, or bulletin.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND includes clear guidance on how to navigate WISEdash in languages spoken by parents and the community.

6.4.b. Required Documentation - Assessment Information

Communications used to inform parents and the public about information on each assessment required by ESEA ([Wisconsin Forward Exam](#), [Dynamic Learning Maps](#), [ACT with Writing](#), [ACCESS](#), and the [National Assessment of Educational Progress](#)), other assessments required by the state ([ACT Aspire](#) and the [Assessment of Reading Readiness](#)), and where feasible, assessments required by the LEA. Information about the assessments must include:

- Participation requirements;
- Subject matter;
- Purpose;
- When and where such information is available;
- Assessment time; and
- The schedule and format for disseminating results.

Notes:

- If an LEA does not have LEA required assessments, then no information is required for local assessments.
- LEAs must administer ACCESS for ELLs or alternate ACCESS for ELLs even if parents/families opt out of the option to participate in the LEA's language instruction education program (LIEP).

Resources

- [ESEA Public Reporting Assessment Template](#)

6.4.b. Guiding Questions

1. What strategies are used to ensure that parents and the public are informed of how the school is measuring growth and achievement?
2. What systems are in place to ensure that parents and the public have an opportunity to access and provide input on what is assessed at their schools?

6.4.b. Rubric

Beginning	The LEA does not have communications used to inform parents and the public about required assessments.
------------------	--

Beginning	Communication provided does not adhere to Personal Identifiable Information (PII) protections (i.e. includes student identifiable information).
Developing	<p>The LEA provides some information on the required assessments to parents and the public, BUT the communication does not provide information on all of the following:</p> <ul style="list-style-type: none"> • The participation requirements; • The subject matter; • The purpose; • When and where such information is available; • The assessment time; and • The schedule and format for disseminating results.
Accomplished	<p>The LEA provides information in a clear and accessible manner on required assessments. The information must be available to parents and the public on the LEA website and must include:</p> <ul style="list-style-type: none"> • The participation requirements; • The subject matter; • The purpose; • When and where such information is available; • The assessment time; and • The schedule and format for disseminating results. <p>Note: If a district does not have LEA required assessments, then no information is required for local assessments.</p>
Exemplar	The LEA meets the criteria in the “Accomplished” category AND the LEA offers redacted data of the school-level results through interactive data dashboards, and includes opportunities for parent and public input on local assessments and measuring tools.

Section 7 - Family Engagement

Requirement 7.1. Strategies for Family Engagement

The LEA shall conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members in Title I schools. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with parents of participating children.

Each school served with Title I shall build the capacity of parents to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

Additionally, an LEA receiving Title III, Part A shall provide parent, families, and community engagement activities that enhance or supplement language instruction educational programs (LIEP) for English learners.

Sections 1116(a)(1); 1116(e)(3); and 3115(c)(3)

7.1. Required Documentation

No documentation is required for this requirement.

7.1. Guiding Questions

1. Describe the specific strategies used to build authentic and collaborative relationships with families. How does your LEA engage families in supporting their children's education, in making decisions related to the education of their children, and participating in ongoing regular two-way meaningful communication?
2. Describe the cycle of the activities, number of participants, and data collected to ensure the engagement(s) were received as relationship building by the families you serve.
3. How does your LEA ensure relationships are being built with families who have been historically or currently marginalized (i.e. families of English learners, students with disabilities, etc.)? Are specific outreach initiatives provided to families in a language they can understand?
4. Describe the family engagement activities used to assist parents in understanding topics such as assessments, monitoring their children's progress, and how to work with educators to improve achievement of their children.
5. If the LEA receives Title III, Part A funding, describe the supplemental activities provided to enhance the LIEP for students who are English learners.

7.1. Rubric

Beginning	The LEA does not provide evidence of strategies or materials to support parents.
Beginning	The LEA provides evidence of strategies or materials to support parents in Title I schools, but does not provide supplemental activities to enhance LIEP for English learners (if receiving Title III, Part A).
Developing	<p>The LEA provides evidence of sample strategies or materials to support parents in Title I schools AND evidence of supplemental activities to enhance LIEP for English learners (if receiving Title III, Part A). The strategies/activities include:</p> <ul style="list-style-type: none">• activities to assist parents in understanding topics such as assessments, monitoring their child's progress, and how to work with educators to improve achievement of their children, and• demonstrate authentic engagement where parents take part in making decisions related to their child's education and participate in ongoing, two-way communication, <p>BUT, few families participate and/or families of students who have been historically or currently marginalized (e.g. families of English learners, students with disabilities, etc.) do not participate.</p>
Developing	<p>The LEA provides evidence of sample strategies or materials to support parents in Title I schools AND evidence of supplemental activities to enhance LIEP for English learners (if receiving Title III, Part A). BUT, the strategies/activities either do not include:</p> <ul style="list-style-type: none">• activities to assist parents in understanding topics such as assessments, monitoring their child's progress, and how to work with educators to improve their child's achievement, and/or• demonstrate authentic engagement where parents take part in making decisions related to their child's education and participate in ongoing, two-way communication. <p>And, the LEA provides evidence that most families, including families of students who have been historically or currently marginalized (i.e. families of English learners, students with disabilities, etc.) do not participate.</p>
Accomplished	<p>The LEA provides evidence of sample strategies or materials to support parents in Title I schools AND evidence of supplemental activities to enhance LIEP for English learners (if receiving Title III, Part A). The strategies/activities include:</p> <ul style="list-style-type: none">• activities to assist parents in understanding topics such as assessments, monitoring their child's progress, and how to work with educators to improve their child's achievement and• demonstrate authentic engagement where parents take part in making decisions related to their child's education and participate in ongoing, two-way communication. <p>The LEA also provides evidence that most families, including families of students who have been historically or currently marginalized (i.e. families of English learners, students with disabilities, etc.) participate.</p>
Exemplar	The LEA meets the criteria in the "Accomplished" category AND shares student and parent/family survey or other data demonstrating all stakeholders are involved in supporting student learning, resulting in increased student achievement.

Section 8 - Fiduciary Requirements

Requirement 8.1. Time and Effort

Charges to federal awards for salaries and wages must be based on records that accurately reflect the work performed.

These records must:

- Be supported by a system of internal control which provides reasonable assurance that the charges are accurate, allowable, and properly allocated,
- Be incorporated into the official records of the subrecipient,
- Reasonably reflect the total activity for which the employee is compensated by the subrecipient,
- Encompass both federally assisted and all other activities,
- Comply with established accounting policies and practices of the subrecipient, and
- Support the distribution of the employee's salary or wages.

2 C.F.R. Part 200.430(i)

8.1.a. Required Documentation - Written Procedures

A written description of the procedures used by the subrecipient to determine an individual's charges that are allowable and properly allocated to the applicable Title grant. The written description should include the following:

- Who determines whether an individual is eligible to be claimed on the grant,
- How it is determined that an individual is allowable to be claimed on the applicable Title grant (i.e. Uniform Grant Guidance, grant requirements, DPI technical assistance),
- How the distribution of the individual's time is determined,
- How work time is documented by the individual,
- How time worked is recorded into the payroll system,
- How compensation is allocated within the payroll system based on distribution of the individual's time worked,
- Who prepares claims for the applicable ESEA grants,
- What process is used to verify the claim agrees with the actual compensation paid to the individual,
- Who reviews claims,
- Who signs claims, and
- Who files claims with DPI.

8.1.a. Guiding Questions

1. What documents (e.g., work schedule, class schedule, etc.) are used to support actual time worked?

8.1.a. Rubric

Beginning	The LEA does not have written procedures, or the written procedures don't address all of the bullet points.
Accomplished	The LEA provides written procedures that address all bullet points.

8.1.b. Required Documentation - Time and Effort Supporting Documentation

Sample supporting documentation for one employee identified in the budget filed with DPI for each applicable Title. The individual to be sampled will be determined by DPI.

Supporting documentation for the individual selected shall include:

1. The payroll report for the individual selected from July 1 to current date. The payroll report should include the following. If it does not, attach the following information in addition to the payroll report:
 - Dates of payroll;
 - Compensation amount paid;
 - General ledger account coding; and
 - Total activity for which the employee is compensated, not exceeding 100% of compensated activitiesAND
2. Documentation supporting the actual hours worked and how the compensation is allocated for any individual who's compensation is allocated among more than one activity or cost objective; more than one federal or federal and non-federal award; or more than one indirect or direct and indirect cost activity.

Note: Section 8.1.a. requests the LEA's written procedures for time and effort reporting while 8.1.b. requests the supporting time and effort documentation to demonstrate that the information recorded in WISEgrants for staff charged to the grant(s) is accurate.

8.1.b. Rubric

Beginning	The payroll report for the selected employee does not address each of the bullet points, AND/OR The LEA does not submit documentation to support employee's time worked and the allocation of the employee's compensation (time and effort reporting, work schedule, etc.), AND/OR The LEA submits documentation to support the employee's time worked and allocation of compensation, BUT the documentation shows the LEA charged more to the federal grant than the employee spent time on it.
Accomplished	The LEA provides a payroll report that addresses each bullet point, AND the LEA submits documentation to support employee's time worked and the allocation of the employee's compensation (time and effort reporting, work schedule, etc.), and the documentation demonstrates the LEA charges the appropriate amount of time to the applicable federal grant for that employee.

Requirement 8.2. Property Management

Procedures for managing equipment (including replacement equipment), whether acquired in whole or in part under a federal award, are required until disposition takes place.

As a minimum, procedures will meet the following requirements:

- property records must be maintained;
- a physical inventory of the property must be taken and the results reconciled with the property records at least once every two years;
- a control system must be developed to ensure adequate safeguards to prevent loss, damage, or theft of the property. Any loss, damage, or theft must be investigated;
- adequate maintenance procedures must be developed to keep the property in good condition; and
- if the subrecipient is authorized or required to sell the property, proper sales procedures must be established to ensure the highest possible return.

2 C.F.R. Part 200.313(d)

NOTE: Any property purchased for ESEA equitable services in private schools is the property of the LEA (Sections 1117 and 8501). DPI will discuss the LEA's procedures for maintaining public control of goods and services during the conversation regarding equitable services (Section 4.3).

8.2.a. Required Documentation - Policy

The local policy on capitalization of equipment, including threshold used to determine when equipment is determined to be a capital item.

8.2.a. Rubric

Beginning	The LEA does not provide a policy, or provides a policy that does not include the capitalization threshold.
Accomplished	The LEA submits a policy that includes capitalization threshold.

8.2.b. Required Documentation - Property Records

Property records that include (all are required):

- a description of the property;
- a serial number or other identification number;
- the source of funding for the property, including the Federal Award Identification Number (FAIN) found on the subaward received from DPI;
- who holds the title;
- the acquisition date;
- the cost of the property and percentage of federal funds used for the property;
- the location of the property;
- use and condition of the property; and
- any disposition data, including the date of disposal and sale price of property.

8.2.b. Guiding Questions

1. What procedures are in place to ensure that new property, purchased with federal funds, is included in the LEA's property management system? How is the person responsible for property management made aware of new purchases?
2. What procedures are in place to ensure that materials and equipment purchased for private school equitable participation under ESEA programs are included in the LEA's property management system?

NOTE: Any property purchased for ESEA equitable services in private schools is the property of the LEA (Sections 1117 and 8501). DPI will discuss the LEA's procedures for maintaining public control of goods and services during the conversation regarding private equitable participation in Section 4.3 of this document.

8.2.b. Rubric

Not Applicable	The LEA provides a statement that they have never purchased capital objects with ESEA or other federal funds. <i>Note: If the LEA states it has not purchased any capital objects with ESEA funds, it should ensure that it follows the requirements in 2 C.F.R. Part 200, Subpart D, §200.313(d) for any capital objects purchased with ESEA or other federal funds.</i>
Beginning	The LEA purchased capital equipment with ESEA funds, but does not provide property records.
Beginning	The LEA provides property records that do not include all of the bullet points.
Accomplished	The LEA submits property records that include all of the bullet points.

8.2.c. Required Documentation - Reconciliation

Evidence that a physical inventory of property was taken and the results are reconciled with property records at least once every two years, which includes:

- a description of how the inventory was taken;
- documentation reflecting a check-off of items listed in the property records or equivalent support that a physical inventory was taken; and
- date of the inventory and date of most recent prior inventory.

8.2.c. Rubric

Not Applicable	The LEA provides a statement that they have never purchased capital objects with ESEA or other federal funds. <i>Note: If the LEA states it has not purchased any capital objects with ESEA funds, it should ensure that it follows the requirements in 2 C.F.R. Part 200, Subpart D, §200.313(d) for any capital objects purchased with ESEA or other federal funds.</i>
Beginning	The LEA does not provide documentation that shows physical inventory was taken AND a reconciliation is done at least once every two years.
Accomplished	The LEA submits documentation that shows physical inventory was taken AND a reconciliation is done at least once every two years.

8.2.d. Required Documentation - Written Procedures

Written procedures used to prevent and investigate loss, damage, or theft to equipment or supplies.

8.2.d. Rubric

Beginning	The LEA does not provide written procedures to prevent and investigate loss, damage, or theft to equipment or supplies.
Accomplished	The LEA has written procedures in place to prevent and investigate loss, damage, or theft to equipment or supplies.

8.2.e. Required Documentation - Policy

A written policy for selling property purchased with ESEA funds.

8.2.e. Rubric

Beginning	The LEA does not provide a policy for selling property purchased with ESEA funds.
Accomplished	The LEA has a policy for selling property purchased with ESEA funds.

Requirement 8.3. Allowed Costs

LEAs shall have written procedures to determine the allowability of costs.

2 C.F.R. Part 200.302(b)(7)

Costs must meet the following general criteria in order to be allowable under federal awards:

- be necessary and reasonable,
- be allocable,
- conform to 2 C.F.R. Part 200 or the federal award requirements as to types or amount of cost items,
- be consistent with policies and procedures that apply uniformly to both federally-financed and other activities,
- be accorded consistent treatment. A cost may not be assigned to a federal award as a direct cost if any other cost incurred for the same purpose in like circumstances has been allocated to the federal award as an indirect cost,
- be determined in accordance with generally accepted accounting principles (GAAP),
- not be included as a cost or used to meet cost sharing or matching requirements of any other federally-financed program, and
- be adequately documented.

2 C.F.R. Part 200.403

Resource(s)

- DPI's technical assistance regarding written procedures:
<https://dpi.wi.gov/sites/default/files/imce/wisegrants/pdf/allowable-costs-written-procedures.pdf>.

8.3.a. Required Documentation - Written Procedures

Written description of the procedures used by the subrecipient to determine the cost is allowable and properly allocated to the applicable Title grant.

8.3.a. Rubric

Beginning	The LEA does not have written procedures to determine allowed costs.
Beginning	The LEA provides written procedures to determine allowed costs, BUT the procedures do not address how the LEA is ensuring that costs on the federal grant, and ultimately claimed, are allowed under the individual federal program and in accordance with the cost principles established in the Uniform Grant Guidance.
Accomplished	The LEA provides written procedures to determine allowed costs, AND the procedures address how the LEA is ensuring that costs on the federal grant, and ultimately claimed, are allowed under the individual federal program and in accordance with the cost principles established in the Uniform Grant Guidance.
Exemplar	The LEA provides written procedures that are detailed and shows that more than one person is determining if expenses are allowed and allocable to the grant.

Note: Rubric 8.3.a. does not have a "Developing" category.

8.3.a. Guiding Questions

1. Describe the process to determine which expenses are applied to each federal award.
2. Who is involved in the process to determine which expenses are applied to each federal award?

8.3.b. Required Documentation - Expenditure Reports

Expenditure reports (one for each Title's project code) demonstrating that ESEA funds were spent as approved in each Title's budget. [Note: this documentation is required even if the LEA has a third party grant administrator assisting with the grant. This documentation is not applicable if the LEA joined a consortium as a participant.]

8.3.b. Rubric

Beginning	The LEA does not provide expenditure reports, OR the expenditure reports show fewer expenses were incurred than the LEA claimed on ESEA grants.
Developing	The LEA provides expenditure reports that tie out to the ESEA grant claims, BUT the expenditure reports indicate the LEA is not tracking federal grants with a specific WUFAR project code.
Accomplished	The LEA provides an expenditure report that ties out to each of the ESEA grants.

Requirement 8.4. Cash Management

The LEA must have written procedures in place to implement the requirements 2 C.F.R. Part 200, §200.305 - Payment. 2 C.F.R. Part 200, §200.305 states payment methods must minimize the time elapsing between the transfer of funds from the pass-through entity [DPI] and the disbursement by the non-federal entity [the LEA] whether the payment is made by electronic funds transfer, or issuance or redemption of checks, warrants, or payment by other means.

2 C.F.R. 200.302(b)(6)

Resource(s)

- Hyperlink to DPI's technical assistance regarding cash management written procedures:
<https://dpi.wi.gov/sites/default/files/imce/wisegrants/pdf/cash-management-written-procedures.pdf>.

8.4. Required Documentation

Written procedures for cash management.

8.4. Guiding Questions

1. What written procedures does your LEA have in place for the obligation, liquidation, and claiming of federal funds?

8.4. Rubric

Beginning	The LEA does not provide documentation.
Beginning	The LEA provides procedures that do not address both advance payments and cost reimbursement.
Beginning	The LEA provides written procedures that address both advance payments and cost reimbursement, BUT procedures do not include steps for obligating, liquidating, and claiming federal funds.
Accomplished	The LEA provides written procedures that address both advance payments and cost reimbursement, AND the procedures include steps for obligating, liquidating, and claiming federal funds.
Exemplar	The LEA has procedures that are detailed, and address all questions in the Cash Management Written Procedures technical assistance document; https://dpi.wi.gov/sites/default/files/imce/wisegrants/pdf/cash-management-written-procedures.pdf .

This requirement does not have a "Developing" Category.

Requirement 8.5. Conflict of Interest

The LEA must maintain written standards of conduct covering conflicts of interest and governing the actions of its employees engaged in the selection, award, and administration of contracts. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer or agent, any member of his or her immediate family, his or her partner, or an organization which employs, or is about to employ any of the parties indicated herein, has a financial or other interest in, or a tangible personal benefit from, a firm considered for a contract. The officers, employees, and agents of the LEA may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, LEAs may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the LEA.

2 C.F.R. Part 200.318(c)(1)

If the LEA has a parent, affiliate, or subsidiary organization that is not a state or local government, or Indian tribe, the LEA must also maintain written standards of conduct covering organizational conflicts of interest. Organizational conflicts of interest mean that because of relationships with a parent company, affiliate, or subsidiary organization, the LEA is unable or appears to be unable to be impartial in conducting a procurement action involving a related organization.

2 C.F.R. Part 200.318(c)(2)

The LEA must disclose in writing any potential conflict of interest to the federal awarding agency or pass-through entity in accordance with applicable federal awarding agency policy.

2 C.F.R. Part 200.112

Resource(s)

- DPI's technical assistance regarding conflict of interest written procedures:
<https://dpi.wi.gov/sites/default/files/imce/wisegrants/pdf/conflict-of-interest-written-procedures.pdf>

8.5. Required Documentation

Written policies and procedures for conflicts of interest.

8.5. Guiding Questions

1. How is a conflict of interest defined and determined?

8.5. Rubric

Beginning	The LEA does not provide written procedures.
Developing	The LEA provides written procedures to address conflict of interest, BUT the procedures do not include what is considered a conflict of interest or how the LEA determines a conflict of interest.

Accomplished	The LEA provides written procedures for conflicts of interest that include both the considerations for a conflict of interest and how a conflict of interest is determined.
Exemplar	The LEA has procedures that are detailed and address all questions in DPI's document regarding conflict of interest written procedures: https://dpi.wi.gov/sites/default/files/imce/wisegrants/pdf/conflict-of-interest-written-procedures.pdf

Requirement 8.6. Procurement

The LEA must use its own documented procurement procedures, which reflect applicable state, local, and tribal laws and regulations, provided that the procurements conform to applicable federal law and the standards identified in this part.

2 C.F.R. Part 200, Subpart D, §200.318(a)

8.6. Required Documentation

Written procedures for procurement.

8.6. Guiding Questions

1. Describe the procurement process.
2. Who is involved in the procurement process?

8.6. Rubric

Beginning	The LEA does not provide written procedures for procurement.
Beginning	The LEA provides a procurement policy/procedures, BUT the policy/procedures exceeds the thresholds set forth by the Uniform Grant Guidance (micro-purchase, small purchase, etc.)
Accomplished	The LEA provides a procurement policy/procedures that are within the thresholds set forth by the Uniform Grant Guidance (micro-purchase, small purchase, etc.).

This requirement does not have a "Developing" Category.

Title I, Part A Requirements

Purpose of Title I, Part A

The purpose of this Title is to provide all children a significant opportunity to receive a fair, equitable, and high-quality education, and to close educational achievement gaps.

Section 1001

Section 9 - Title I Schoolwide Programming

This section is only required for LEAs with one or more Title I schools implementing schoolwide programming. This section is not required if all the Title I schools in the LEA are implementing Title I targeted assistance programming.

Resource(s)

- DPI's webpage regarding Title I Schoolwide programs: <https://dpi.wi.gov/title-i/schoolwide-program>

Requirement 9.1. Schoolwide Plan

A school shall establish a school team, including teachers, principals, other school leaders (included from LEA), paraprofessionals, parents, and other members of the community (i.e. tribal organizations present within the community, and if appropriate, specialized instructional support personnel, technical assistance providers, school staff, and if the plan relates to a secondary school, students, and other individuals determined by the school) to implement a comprehensive plan that is based on a comprehensive needs assessment of the entire school that takes into account information on the academic achievement of children in relation to the challenging academic standards, particularly the needs of those children who are failing, or are at risk of failing, to meet the challenging state academic standards and any other factors as determined by the LEA.

Section 1114(b)(2) and (6)

9.1. Required Documentation

A schoolwide plan for one school implementing the schoolwide model in each applicable grade span (elementary, middle, high school) in the LEA. Each plan must demonstrate compliance with the following components:

- Results of a comprehensive needs assessment on which the schoolwide plan was based.
- Strategies the school chose to improve student learning, with a focus on addressing the needs of those children who are most at risk.
- Strategies that will improve instruction for all children, strengthen the academic program, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum.
- Strategies for ongoing parent engagement, including parent engagement strategies to improve student learning (as required under ESSA Section 1116(c)(3)).

- Tools and processes to regularly monitor and revise the schoolwide plan.
- Coordination with federal, state, and local resources, services, and programs.

Note: Schools could use their continuous improvement plans as Title I schoolwide plans, as long as those plans included the components listed above.

9.1. Guiding Questions

1. Describe the process used to oversee each school's schoolwide plan implementation and annual review.
2. How does your LEA ensure that the LEA's professional development plan aligns with the needs of the schoolwide plans?

Please have a school-level representative available (in person or via telephone) to answer the following:

3. What are the methods used in each school to strengthen the academic programs, as well as to increase the amount and quality of learning time?
4. Describe strategies for meeting the educational needs of students who are not meeting the state's challenging academic achievement standards.
5. Describe the training/professional learning provided to staff in order to implement the schoolwide plan.
6. What are some examples of improved teaching and learning practices as a result of the evaluation process?

9.1. Rubric

Beginning	The LEA does not provide a schoolwide plan(s).
Beginning	The LEA has a schoolwide plan for each applicable grade span, BUT one or more of the required components is missing.
Developing	<p>The LEA provides a schoolwide plan (one for each applicable grade span); the plan(s) include all of the required components; BUT any of the following occur:</p> <ul style="list-style-type: none"> • There is limited evidence that the schoolwide plans are implemented with fidelity; • The LEA does not align its professional development plan to the needs of the schoolwide plan(s); and/or • There is limited evidence to show that the plans are intentionally used to promote and monitor student growth and achievement.
Accomplished	The LEA provides a schoolwide plan (one for each applicable grade span); the plan(s) include all of the required components; AND the LEA demonstrates that the schoolwide plans are implemented with fidelity.
Exemplar	<p>The LEA meets the criteria in the "Accomplished" category AND any of the following:</p> <ul style="list-style-type: none"> • Demonstrates the plans are intentionally used to promote and monitor student growth and achievement; AND/OR • The schoolwide plan(s) aligns to the LEA's professional development plan.

Requirement 9.2. Communication of the Schoolwide Plan

A school shall make the schoolwide plan available to the LEA, parents, and the public (e.g. tribal leaders and community members) in an understandable and uniform format, and to the extent practicable, provided in a language that parents can understand.

Section 1114(b)(4)

9.2. Required Documentation

No documentation is required for this requirement.

9.2. Guiding Questions

1. Describe how the schoolwide plan(s) is made available to the LEA, the parents, and the public. *Examples of communications may include links to the schoolwide plan on the website, letters sent to parents, school board meeting minutes, etc..*
2. Describe how the schoolwide plan(s) is provided in an understandable format and in a language parents can understand.
3. How does your LEA determine that communication with parents is successful?
4. How has the school adjusted its schoolwide plan based on input and feedback from families?

9.2. Rubric

Beginning	The LEA cannot describe how the schoolwide plan(s) is made available to parents, and/or the public. Examples of communications may include links to the schoolwide plan on the website, letters sent to parents, school board meeting minutes, etc.
Developing	The LEA describes how the schoolwide plan(s) was made available to parents and the public, BUT there is limited evidence that translations and multiple options for accessing and understanding the plan are offered.
Accomplished	The LEA describes how the schoolwide plan(s) was made available to parents and the public, AND describes how translations and assistance in understanding school jargon and navigating the school system are accessible to parents in multiple and meaningful ways (online, personal contacts, letters, parent/family meetings).
Exemplar	The LEA meets the criteria in the “Accomplished” category AND provides evidence that the involvement from families results in a modified plan(s).

Section 10 - Title I Targeted Assistance School (TAS) Programming

This section is only required for LEAs with one or more Title I schools implementing targeted assistance programming with Title I, Part A funds. This section is not required if all the Title I schools in the LEA are implementing Title I schoolwide programs.

Resource(s)

- DPI's webpage regarding Title I targeted assistance programs:
<https://dpi.wi.gov/title-i/targeted-assistance>

Requirement 10.1. TAS Eligible Students

Schools implementing a targeted assistance program may only provide services to eligible children identified by the school as failing, or most at risk of failing to meet the challenging state academic standards, based on multiple, educationally related, objective criteria established by the LEA and supplemented by the school. Children from preschool through grade two shall be selected solely on the basis of criteria, including objective criteria established by the local education agency and supplemented by the school.

Eligible children include children who:

- Are economically disadvantaged, children with disabilities, migrant children, and English learners. These children are eligible for services on the same basis as other children selected to receive services;
- attended Head Start or a Title I preschool in the previous two years;
- are in a local institution for neglected or delinquent children, or attend a community day program;
- are homeless and attending any school in an LEA that receives Title I funds.

Sections 1115(c)(1) and (2)

10.1. Required Documentation

Criteria and assessment tools used for all of the following:

- Selecting eligible students for one school in each grade span in the LEA (elementary, middle, high) that has a targeted assistance program. If services are provided in grades K- 2, criteria used to identify K-2 students. If preschool services are provided, criteria used to identify the Title I preschool students.
- Ranking the eligible students most in need of academic assistance to meet the challenging state academic standards. *NOTE: please do not include student-level data.*
- Exiting students from receiving Title I service for one school in each grade span in the LEA (elementary, middle, high) that has a targeted assistance program.

10.1. Guiding Questions

1. How is the Title I program reviewed and revised to ensure the students most at risk of failing are served? How often is this review conducted?
2. What special populations, if any (i.e., homeless, neglected, and delinquent), were found eligible and served in schools that did not receive Title I funding?

10.1. Rubric

Beginning	The LEA does not provide evidence for one or more of the following criteria: <ul style="list-style-type: none">• Determining eligible students and their academic needs;• Ranking students most in need of services (including K-2 and preschool students, if applicable); and• Exiting students from Title I services.
Beginning	The LEA provides evidence that include personally identifiable information (PII).
Developing	<p>The LEA provides evidence of the following criteria for:</p> <ul style="list-style-type: none">• Determining eligible students and their academic needs;• Ranking students most in need of services (including K-2 and preschool students, if applicable); and• Exiting students from Title I services. <p>The LEA does not regularly review the program to ensure the students most at risk of failing are served.</p>
Accomplished	<p>The LEA provides evidence of the following criteria for:</p> <ul style="list-style-type: none">• Determining eligible students and their academic needs;• Ranking students most in need of services (including K-2 and preschool students, if applicable); and• Exiting students from Title I services. <p>The LEA regularly reviews the program to ensure the students most at risk of failing are served.</p>

Requirement 10.2. Services in Targeted Assistance Schools

Schools implementing Title I targeted assistance programs shall:

- use resources necessary to provide a well-rounded education,
- use methods and instructional strategies to strengthen the academic program of the school,
- coordinate with and support the regular education program, and
- provide LEA assurances that the school will help provide an accelerated, high-quality curriculum; minimize the removal of children from the regular classroom; and on an ongoing basis, revise the targeted assistance program, if necessary, to provide additional assistance to enable the children to meet the challenging state academic standards.

Section 1115(b)(2)(A-C) and (G)

10.2. Required Documentation

No documentation is required for this requirement.

10.2. Guiding Questions

Please have a school-level representative available (in person or via telephone) to assist in responding to the guiding questions.

1. Describe the methods and instructional strategies used to support students receiving Title I services.
2. How does the school determine if the methods and instructional strategies have been successful?
3. If applicable, give an example of a time when these strategies did not work for a student/students and modification was required. What was the outcome?
4. How are Title I services provided to ensure that students are not removed from the classroom during core instruction (e.g. pull-out, push-in, extended day, etc.)?
5. Describe the process for reviewing student progress to ensure that instructional methods and strategies match student needs.
6. What are some examples of improved teaching and learning practices as a result of the evaluation process?

10.2. Rubric

Beginning	The LEA does not provide examples of successful methods, instructional strategies, and/or a process for reviewing student progress is not provided.
Developing	<p>The LEA provides examples of successful methods, instructional strategies, and a process for reviewing student progress.</p> <p>The LEA provides limited evidence of systemic implementation of identified successful strategies and/or a regular process to review student progress to ensure that instructional methods and strategies match student needs.</p>
Accomplished	<p>The LEA provides examples of successful methods, instructional strategies, and a process for reviewing student progress.</p> <p>There is clear evidence of systemic implementation of identified successful strategies and a regular process to review student progress to ensure that instructional methods and strategies match student needs.</p>
Exemplar	The LEA meets the criteria in the “Accomplished” category AND provides evidence that their practices resulted in increased achievement of students receiving Title I services.

Section 11 - Family Engagement in Title I Schools

Resource(s)

- Hyperlink to DPI's Title I and Family Engagement webpage:
<https://dpi.wi.gov/title-i/family-engagement> This webpage provides many samples and templates to support LEA's compliance with this section.

Requirement 11.1. Family Engagement Policy

Each LEA and school that receives Title I, Part A funds shall develop jointly with, agree on with, and distribute to parents and family members of participating children a written parent and family engagement policy. Section 1116(a)(2) and (b)

11.1. Required Documentation

Either:

- The LEA policy that applies to all parents and family members in all schools and meets the requirements of ESSA. In a one-school LEA, this is one and the same.

OR

- The LEA parent and family engagement policy and individual Title I school policy (from at least one Title I school) that meet the requirements of ESSA.

11.1. Guiding Questions

There are no questions for this requirement.

11.1. Rubric

Beginning	The LEA does not have a parent and family engagement policy.
Accomplished	The LEA policy applies to all parents and family members in all schools and meets the requirements of ESSA. In a one-school LEA, this is one and the same.
Accomplished	The LEA parent and family engagement policy and individual Title I school policy (from at least one Title I school) meet the requirements of ESSA.

Requirement 11.2. Annual Meeting

Each Title I school shall convene an annual meeting, at a convenient time, to which all parents of participating children shall be invited and encouraged to attend, to inform parents of their school's Title I program, explain the requirements of the Title I program, and the right of parents to be involved in the Title I program. And, if requested by parents, provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. Section 1116(c)

11.2. Required Documentation

Documentation of the annual meeting for one Title I school per grade span (elementary, middle, high school) informing parents of their school's participation in Title I, Title I requirements, and parents' right to be involved. Documentation may include a flyer, agenda, or letter inviting families to the annual meeting.

11.2. Guiding Questions

1. Describe the efforts used to encourage all parents of students receiving Title I services to attend their school's annual meeting.
2. Describe the outreach efforts to reach families who are currently or have been historically marginalized (e.g. families with students who are English learners, students with disabilities, students experiencing homelessness, etc.).
3. Does your LEA offer a flexible number of meetings, such as meetings in the morning or evening; transportation; childcare; or home visits?

11.2. Rubric

Beginning	The LEA does not provide evidence of the annual meeting for one Title I school per grade span (as applicable).
Developing	The LEA provides documentation of the annual meeting for Title I schools (one Title I school per grade span, as applicable), BUT does not include evidence that all parents are encouraged to attend.
Accomplished	The LEA provides documentation of the annual meeting for Title I schools (one Title I school per grade span, as applicable) and includes evidence that all parents are encouraged to attend (e.g. providing invitations in families native languages).
Exemplar	The LEA meets the criteria in the "Accomplished" category, AND demonstrates how their efforts have resulted in involvement of parents representative of all student backgrounds, languages, and cultures.

Requirement 11.3. School-Parent Compacts

Each school served with Title I shall jointly develop, with parents, for all children receiving Title I services, a School-Parent Compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

Section 1116(d)

11.3. Required Documentation

A School-Parent Compact for one school per grade span (elementary, middle, high school) receiving Title I funds. Each compact shall (all are required):

- Describe the school’s responsibility to provide high quality curriculum and instruction in a supportive and effective learning environment that enables children receiving Title I services to meet the challenging state academic standards;
- Describe how parents are responsible for supporting their child’s learning; volunteering in their child’s classroom; and participating, as appropriate, in decisions relating to the education of their child and positive use of extracurricular time; and
- Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, parent-teacher conferences; frequent progress reports to parents; reasonable access to staff; opportunities to volunteer in, participate in, and observe their child’s class; and ensuring regular two-way, meaningful communication.

Examples may include, but are not limited to:

- A document that is signed by individuals.
- A document listing the common agreements that families and schools developed collaboratively during the annual meeting that becomes part of the school’s handbook and is revisited during family engagement activities throughout the year.

11.3. Guiding Questions

1. How does each Title I school ensure the compacts are jointly developed and discussed with parents (of public and private school students receiving Title I services) at least annually?
2. Has the Title I school experienced positive outcomes (i.e. increased family engagement, increased sense of belonging, etc. for all families represented in the school) as a result of School-Parent Compacts? If so, please describe.

11.3. Rubric

Beginning	The LEA does not provide documentation of the School-Parent Compact or does not provide a School-Parent Compact for each applicable grade span.
Beginning	The LEA provides documentation of the School-Parent Compact for each applicable grade span, BUT the compact is missing one or more of the requirements.
Developing	The LEA provides documentation of the School-Parent Compact (one school per grade span, as applicable) and includes all of the requirements, BUT provides limited evidence that parents were authentically engaged in the development of the compact. .
Accomplished	The LEA provides documentation of the School-Parent Compact (one school per grade span, as applicable) that includes all of the requirements, AND provides evidence that parents were authentically engaged in development of the compact.
Exemplar	The LEA meets the criteria in the “Accomplished” category, AND has evidence that the compact improved school climate, increased a sense of belonging and/or engagement of all parents, etc.

Requirement 11.4. Engaging Families in the Development, Evaluation, and Review of the Title Programs

Each Title I School shall involve parents, in an organized, ongoing and timely way, in the planning, review, and improvement of Title I programs (targeted assistance and schoolwide programs),

Section 1116(c)(3)

11.4. Required Documentation

No documentation is required for this requirement.

11.4. Guiding Questions

1. What strategies are used to engage families in developing the plan, conducting the evaluation, and revising the schoolwide plan(s) and/or targeted assistance programs?
2. What strategies are used to ensure that all families, including those of students who are historically or currently marginalized (i.e. English learners, students with disabilities, etc.) are included in the development, evaluation, and review of the Title I program plans?
3. How has your LEA adjusted Title I services based on input and feedback from families?

11.4. Rubric

Beginning	The school(s) does not include families when developing, evaluating, or revising Title I programming.
Developing	Few families are present, and engagement is active or passive based on level of interest.
Developing	Engaged families include representation of the Title I students (all students in a schoolwide program and eligible students in a targeted assistance program), including families of students who have been historically/are currently marginalized, BUT families are only allowed to give feedback on plans, rather than participate in the development of the plan(s).
Accomplished	Engaged families include representation of the Title I students (all students in a schoolwide program and eligible students in a targeted assistance program), including families of students who have been historically/are currently marginalized. Families participate in developing, evaluating, and revising Title I programming AND families are present and engaged by asking thoughtful questions and responding to comments.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND has evidence that family engagement has improved Title I services, resulting in positive student outcomes.

Requirement 11.5. Staff Capacity Building

The LEA shall educate teachers, specialized instructional support personnel, principals, and other school leaders and staff, with the assistance of parents, in the value and utility of parent contributions, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and their school. *Section 1116(e)(3)*

11.5. Required Documentation

No documentation is required for this requirement.

11.5. Guiding Questions

1. What professional learning is available to help staff understand the value of family engagement in student learning and effective outreach strategies?
2. What strategies are used to ensure that the information, materials, and capacity building opportunities are provided to all parents, including parents of students who are historically or currently marginalized (i.e. English learners, students with disabilities, etc.) in a language the family can understand?
3. Describe how your LEA engages parents and family members to help train staff, train other parents, or serve on a district parent/family advisory council.

11.5. Rubric

Beginning	The LEA does not provide evidence of professional learning school staff on parent outreach and involvement.
Developing	<p>The LEA provides evidence of professional learning for school staff on parent involvement and outreach strategies, BUT does not provide professional learning on effective outreach strategies for parents of students who are historically or currently marginalized (i.e. English learners, students with disabilities, etc.).</p> <p>The LEA may or may not provide evidence that parents are involved in the development of professional learning.</p>
Developing	The LEA provides evidence of professional learning for school staff on parent involvement and effective outreach strategies for parents of students who are historically or currently marginalized (i.e. English learners, students with disabilities, etc.), BUT does not provide evidence that parents are involved in the development of professional learning.
Accomplished	<p>The LEA provides evidence of professional learning for school staff on parent involvement and effective outreach strategies for parents of students who are historically or currently marginalized (i.e. English learners, students with disabilities, etc.).</p> <p>The LEA also provides evidence that parents are involved in the development of professional learning.</p>
Exemplar	The LEA meets the criteria in the “Accomplished” category, AND the LEA shares student and parent/family survey or other data demonstrating all parents are involved in supporting student learning, resulting in increased student achievement.

Section 12 - Coordination with Early Childhood Development Programs

Requirement 12.1. Agreement

An LEA receiving Title I, Part A shall carry out required activities with Head Start agencies and, if feasible, other entities carrying out early childhood development programs. Required activities include:

- developing and implementing a systematic procedure for transferring records;
- establishing channels of communication to coordinate programs;
- conducting meetings with parents and teachers from both entities to discuss the developmental and other needs of individual children;
- organizing and participating in joint professional development; and
- linking the educational services provided by the LEA with Head Start.

Section 1119

Resource(s)

- DPI's webpage regarding Early Childhood requirements:
<https://dpi.wi.gov/title-i/early-childhood-requirements>

12.1. Required Documentation

An agreement with the local Head Start agency to carry out the required activities. (If there is no Head Start agency in the LEA's boundaries, then this is not applicable.)

If applicable and feasible, agreements with other early childhood development programs to carry out the required activities.

12.1. Guiding Questions

1. What transition strategies has your LEA found successful?
2. What measures are used to monitor success?
3. What strategies are used to coordinate family engagement efforts with other programs in the community, including preschool programs and parent resource centers?
4. What are some examples of joint professional development implemented between the two agencies?

12.1. Rubric

Beginning	The LEA does not meet one or more criteria in the "Accomplished" category.
Developing	The LEA meets all of the criteria in the "Accomplished" category, BUT does not have a documented process for consistently implementing the activities across all Head Start or early childhood programs.

Developing	The LEA meets all criteria in the “Accomplished” category, has a documented process for consistently implementing the activities across all Head Start or early childhood programs, BUT the plan is not sustainable OR is not implemented with fidelity (e.g. no one is assigned to ensure the plan is implemented).
Accomplished	<p>The LEA has developed an agreement with their local Head Start agency(ies) and other early childhood education programs where feasible, that include plans to implement all of the following:</p> <ul style="list-style-type: none"> • Systematic procedures to receive records for children who have transferred from a Head Start program or, where applicable, another early childhood education program. • Channels of communication between school staff and their counterparts (including teachers, social workers, and health staff) in Head Start agencies or other entities carrying out early childhood programs, as appropriate, to facilitate coordination of programs. (Example: CCSSO, New Early Childhood Coordination Requirements in the Every Student Succeeds Act, December 2017, Page 6: West Virginia Example) • Meetings conducted with parents and teachers from both entities to discuss the developmental and other needs of individual children. Meetings should involve parents, kindergarten or elementary school teachers, and Head Start teachers or, if appropriate, teachers from other early childhood programs. (Example: CCSSO, New Early Childhood Coordination Requirements in the Every Student Succeeds Act, December 2017, Page 6: Missouri Example) • Joint professional development for the LEA, Head Start agencies, and other early childhood education program staff. Professional development includes joint transition-related training of school staff, Head Start program staff, and, where appropriate, other early childhood education program staff. (Example: CCSSO, New Early Childhood Coordination Requirements in the Every Student Succeeds Act, December 2017, Page 7: Oregon Example)
Exemplar	<p>The LEA meets the criteria listed in the “Accomplished” category AND demonstrates any of the following exemplary practices.</p> <ul style="list-style-type: none"> • The LEA engages diverse families and communities, particularly those representing historically marginalized/currently marginalized students, in developing and implementing the coordination agreements. • The LEA has regular standing meetings with Head Start agencies and other early childhood education requirements, where feasible, to address concerns and continue improvements to the activities within the coordination agreements.

Section 13 - Coordination to Serve Eligible Students in Title I and Non-Title I Schools

Requirement 13.1. Services for Students Experiencing Homelessness

LEAs will ensure that students experiencing homelessness in Title I schoolwide, targeted assistance, and non-Title I schools receive services to support their enrollment, attendance, and full access to education.

Section 1112(b)(6)

13.1. Required Documentation

No documentation is required for this requirement.

DPI consultants should review the Homeless reservation in the last approved Title I budget and questions 5.1-5.7 in the last approved LEA plan for background information before the visit.

13.1. Guiding Questions

1. How are the needs of students experiencing homelessness determined upon enrollment?
2. What are the supplemental academic and support services provided to students experiencing homelessness in Title I and non-Title I schools? What are examples of successful academic services provided to these students?
3. Describe the process used to ensure adequate financial resources are made available to serve students experiencing homelessness in all schools. What collaboration exists to ensure this?

13.1. Rubric

Beginning	The LEA does not have a procedure to identify the needs of students experiencing homelessness.
Beginning	The LEA has a procedure, BUT any of the following are evident: <ul style="list-style-type: none">• It is not being implemented across all school buildings;• The LEA cannot describe the supplemental academic or support services provided to students experiencing homelessness in all schools; and/or• It does not have a process to ensure adequate financial resources are available to support students experiencing homelessness in all schools.
Developing	The LEA has a procedure to identify academic and support needs of students experiencing homelessness, AND describes the supplemental academic or support services provided to students experiencing homelessness in all schools, BUT the LEA provides little evidence: <ul style="list-style-type: none">• That the procedure is being implemented across all school buildings in the LEA; and/or• Of collaboration for funding academic and support services for students experiencing homelessness.

Accomplished	<p>The LEA has a procedure to identify academic and support needs of students experiencing homelessness across all school buildings in the LEA, AND</p> <ul style="list-style-type: none"> • Describes how the procedure is implemented across all school buildings in the LEA; • Describes the process to ensure financial resources are available to serve students in all schools; AND • There is evidence of collaboration for funding academic and support services for students experiencing homelessness.
Exemplar	<p>The LEA meets the criteria in the “Accomplished” category, AND provides evidence that the implementation of their procedures leads to improved academic success for students experiencing homelessness.</p>

Requirement 13.2.a. Identification of Migratory Children

LEAs must have procedures in place to identify migratory students.

This is required for all LEAs whether or not they have or had migratory students enrolled in their LEA.

Section 1111(b)(2)(B)(xi)(VI)

13.2.a. Resources

- DPI’s webpage for migrant status in WISEdata:
<https://dpi.wi.gov/wise/data-elements/migrant-status>

13.2.a. Required Documentation

No documentation is required for this requirement.

13.2.a. Guiding Questions

1. What process or procedures are used to identify migratory students and their needs, including updating the Student Information System (SIS) to reflect the student’s migrant status?
2. What systems are in place to ensure that migratory students and formerly migratory students are receiving (or will receive) Title I, Part A services on the same basis as other students?

13.2.a. Rubric

Beginning	<p>The LEA does not have procedures to identify the needs of migratory students.</p> <p>Even if the LEA does not have (or has never had) a migratory student placed within their LEA, the LEA must have procedures in place prior to a migratory student necessitating services.</p>
Developing	<p>The LEA has procedures to identify academic and support needs of eligible migratory students, BUT cannot articulate how the procedures are implemented.</p>

Accomplished	The LEA has procedures to identify migratory students and their needs AND provides evidence that the procedures are implemented.
Exemplar	<p>The LEA meets the criteria in the “Accomplished” category AND demonstrates exemplary practices to identify the needs of migratory students which may include:</p> <ul style="list-style-type: none"> • A work survey included as part of their enrollment, in order to find potentially eligible migratory students. (The LEA cannot confirm migrant status, but would refer the family to DPI so that DPI could confirm migrant status.) • Culturally responsive practices to specifically engage migratory students and families.

Requirement 13.2.b. Services for Migratory Children

The LEA shall provide eligible migratory children (certified for eligibility by the state’s Migrant Education Program (MEP) staff) services under Title I, Part A on the same basis as other children.

This requirement is only applicable to LEAs who have students identified as migratory students.

Section 1112(c)(1)

13.2.b. Resources

- DPI’s webpage for migrant status in WISEdata:
<https://dpi.wi.gov/wise/data-elements/migrant-status>

13.2.b. Required Documentation

No documentation is required for this requirement.

DPI consultants will ask MEP program consultants if the LEA has migratory students identified.

13.2.b. Guiding Questions

1. What academic and support services are provided to migratory students? How are those services provided?
2. What process or procedures are used to facilitate student transition and timely transfer of student records to other states, including enrollment and credit accrual records?

13.2.b. Rubric

Beginning	The LEA excludes migratory children from Title I services because the students received or will receive supplement migrant education program services during the summer.
Developing	The LEA provides Title I services to migratory students, BUT is unable to articulate how they facilitate students’ transitions from LEA to LEA.
Accomplished	The LEA provides Title I services to migratory students and articulates how they facilitate students’ transitions from LEA to LEA.
Exemplar	The LEA meets the criteria in the “Accomplished” category, AND provides evidence that shows the implementation leads to improved academic success for migratory students.

Requirement 13.3. Serving Students Who Reside in Local Neglected Institutions

LEAs must ensure that students in local institutions for neglected children (within the boundaries of the LEA) receive services comparable to services for students in Title I schools.

Section 1113 (c)(3)(A)

This requirement does not apply to LEAs that do not have institutions for neglected students within the boundaries of the LEA.

13.3. Required Documentation

No documentation is required for this requirement.

DPI consultants should review the Neglected reservation in the last approved Title I budget and question number 4.3 in the Title I-A Application LEA Plan for background information.

13.3. Guiding Questions

1. How is the Title I, Part A reservation determined for students in neglected institutions?
2. How are the needs of students in neglected institutions determined?
3. What are the supplemental academic and support services provided to students in neglected institutions? What are examples of successful academic services provided to these students?
4. What other funding sources support services to students in neglected institutions?

13.3. Rubric

Beginning	The LEA does not provide any of the following: <ul style="list-style-type: none">• A process to identify academic and support needs of students in local neglected institutions;• A description of the supplemental academic or support services provided to students in neglected institutions; and/or• A process to determine the Title I, Part A Neglected reservation.
Developing	The LEA has a procedure to identify academic and support needs of students in local neglected institutions AND describes the supplemental academic or support services provided to students in local neglected institutions. The LEA provides little evidence that the procedure is being implemented AND/OR little evidence of collaboration to determine the Title I, Part A Neglected reservation between the LEA and the institution.
Accomplished	The LEA has a procedure to identify academic and support needs of students in local neglected institutions and describes how the procedure is implemented. The LEA provides a list of services, including the funding sources to support services. There is evidence of collaboration to determine the Title I, Part A Neglected reservation between the LEA and the institution(s).
Exemplar	The LEA meets the criteria in the “Accomplished” category, AND provides evidence that the implementation of their procedures leads to improved academic success for students in neglected institutions.

Section 14 - Out-of-Home Care (Foster Care)

Requirement 14.1. Transportation Procedures for Students in Out-of-Home Care

The LEA, in collaboration with the child welfare agency (CWA), has developed and implemented clear written procedures which include how transportation is provided, arranged, and funded for the duration of time a student is in out-of-home care.

Section 1112(c)(5)

14.1. Required Documentation

Written procedures governing transportation for students in out-of-home care.

Resource(s)

- Hyperlink to DPI's webpage regarding out-of-home care requirements: <https://dpi.wi.gov/foster-care>
- Hyperlink to DPI's webpage for procedures, guidance and templates: <https://dpi.wi.gov/foster-care/transportation-procedures>
- [MMSD and Dane County Dept of Human Services Collaborative Agreement Implementing the Foster Care Provisions Under Title I of the ESSA](#)

14.1. Guiding Questions

1. How do the procedures ensure that transportation is provided, arranged, and funded for students in out-of-home care?
2. What system is in place to ensure the procedures are followed so that transportation to the school of origin will begin immediately?
3. What are the written processes, policies, or procedures that ensure a student remains in the school of origin unless, in collaboration with the CWA, it is determined that it is not in the student's best interest? *[Note: While ESSA does not require that there be written procedures or policies for conducting a best interest determination, it is required that, if a change in school is being considered, a determination is made, in collaboration with the child welfare agency, before a student is enrolled in the resident school. See DPI's [web page regarding the best interest determination](#) for more information.]*

14.1. Rubric

Beginning	The LEA does not meet one or more criteria in the "Accomplished" category. Even if the LEA states they do not have (or have never had) a student placed in out-of-home care within their LEA they are to have these requirements fully implemented prior to a student necessitating such a policy or procedure.
Developing	The LEA meets the criteria in the "Accomplished" category, BUT there are delays in providing transportation to the school of origin or transportation is not being provided.

Accomplished	<p>The LEA provides a policy or written procedures they developed with at least one local Child Welfare Agency (county human services agency/child protective services agency). The procedures include:</p> <ul style="list-style-type: none"> • Information on how transportation to the school of origin for students placed in out-of-home care is provided, arranged, and funded; • An effective timeline for ensuring immediate transportation to the school of origin. This can be provided through deadlines, timelines, or an assurance the transportation will be prompt/immediate; AND • Information on how the district will fund the transportation above the costs the LEA would provide normally to transport the student (additional costs). Note: The law allows for the local agencies to determine how those additional costs will be covered (whether by the LEA, the child welfare agency, or both in a shared agreement).
Exemplar	<p>The LEA meets the criteria in the “Accomplished” category, AND the procedures mention or emphasize continuous collaboration with the child welfare agency to update and improve the procedures (example: Milwaukee Public Schools and Division of Milwaukee Child Protective Services meet quarterly specifically on educational stability for students in out-of-home care).</p> <p>AND/OR, the LEA has regular standing meetings with the CWA to address concerns, discuss specific cases, and continue program and protocol improvements.</p>

Requirement 14.2. Enrollment Procedures for Students in Out-of-Home Care

When a determination is made for a student in out-of-home care that it is not in their best interest to remain in the school of origin, the LEA of the new school will immediately enroll the student, even if the student is unable to produce records normally required for enrollment. The LEA will immediately contact the last school the student attended to obtain relevant academic and other records.

Section 1111(g)(1)(E)

14.2. Required Documentation

Written processes, procedures, and/or policies that ensure

- the immediate enrollment of students in out-of-home care
- immediate contact of the school last attended to obtain relevant academic and other records.

Resource(s)

- Hyperlink to DPI’s webpage regarding out-of-home care requirements: <https://dpi.wi.gov/foster-care>
- [MMSD and Dane County Dept of Human Services Collaborative Agreement Implementing the Foster Care Provisions Under Title I of the ESSA](#)
- [MPS Out-of-Home Care Procedures \(In-District\)](#)
- [Kimberly Area School District McKinney-Vento Homeless Program Guidelines and Procedures](#) (this example is for the McKinney-Vento Program but has similar language in the enrollment procedures).

14.2. Guiding Questions

1. How do the procedures ensure that the student will be immediately enrolled, even if the student is unable to produce records normally required for enrollment?
2. Describe the processes, procedures, and/or policies to obtain relevant academic and other records.

14.2. Rubric

Beginning	<p>The LEA does not meet all of the criteria in the “Accomplished” Category.</p> <p>Even if the LEA states they do not have (or have never had) a student placed in out-of-home care within their district they are to have these requirements fully implemented prior to a student necessitating such a policy or procedure.</p>
Developing	<p>The LEA meets all of the criteria in the “Accomplished” category BUT there are delays in enrolling students who have been placed in out-of-home care, or records are not being requested immediately.</p>
Accomplished	<p>The LEA has a written process, procedure, or policy that describes how the LEA ensures the immediate enrollment of students placed in out-of-home care once a best interest determination is made. AND, such immediate enrollment procedures apply even if the student is unable to produce records normally required for enrollment.</p> <p>The LEA has written processes, procedures, and/or policies that ensure the immediate contact of the school last attended to obtain relevant academic and other records of students placed in out-of-home care.</p>
Exemplar	<p>The LEA meets the criteria in the “Accomplished” category, AND,</p> <ul style="list-style-type: none">• The LEA’s process, procedure or policy emphasizes credit recovery and retention strategies for high school students that are placed in out-of-home care, in order to ensure they graduate on time college and career ready.• The LEA’s process, procedure, or policy on immediate enrollment ensures that student voice (when appropriate) is taken into consideration during enrollment in courses and programming.• The LEA’s process, procedure, or policy on requesting a transfer of records ensures time and a space to plan (and when appropriate with the student) for coordinating supports to meet the student’s needs.

Section 15 - Schools Identified for Targeted Supports and Improvement (TSI) or Additional Targeted Supports and Improvement (ATSI)

Requirement 15.1. School Improvement Plan

LEAs are responsible to support schools identified for targeted support and improvement (TSI) and/or schools identified for additional targeted support and improvement (ATSI). Each school is responsible for partnering with [stakeholders](#) to develop and implement a school improvement plan to improve student outcomes. This plan and the schoolwide plan may be one in the same. The LEA must approve and monitor these school improvement plans.

Each school improvement plan must:

- be informed by student performance indicators, including performance when measured against state long-term goals;
- include evidence-based intervention improvement strategies;
- identify and address resource inequities (required for schools identified ATSI, recommended for schools identified as TSI);
- involve stakeholders in planning;
- be approved by the LEA prior to implementation;
- be monitored by the LEA; and
- result in additional action following unsuccessful implementation of such a plan after a number of years determined by the LEA.

Section 1111(d)(2)

Resource(s)

- Hyperlink to DPI's webpage on continuous improvement:
<https://dpi.wi.gov/continuous-improvement>
- Hyperlink to DPI's [Continuous Improvement Process Criteria and Rubric](#) which connects federal requirements to specific components within DPI's framework for continuous improvement and provides a detailed description of "accomplished" and "exemplary" characteristics used for monitoring and review (look for the key on page 6).

15.1. Required Documentation

A copy of the approved school improvement plan for each school identified for TSI/ATSI, including the date when the plan was approved. This plan and the schoolwide plan may be one in the same.

WISEgrants lists the school(s) within the LEA that have been identified for TSI/ATSI. To see the list of schools, log into WISEgrants. In the blue menu bar, click the following: Programs > Continuous Improvement Performance Report (CIPR) > Continuous Improvement Performance Report Data. This screen will list the ESSA school level identifications as well as IDEA LEA level identifications, if applicable. Note: DPI has separate procedures for monitoring LEA's IDEA identifications and/or LEAs with schools' identifications for comprehensive support and improvements (CSI) under ESSA.

15.1. Guiding Questions

1. Describe the process to support and monitor the development and implementation of the school improvement plan.
2. What systems are in place to support identified schools in the following:
 - a. Partnering with stakeholders to develop and implement an improvement plan to improve student outcomes;
 - b. Holistically analyzing data, including student performance and engagement data, as well as qualitative measures; and
 - c. Implementing evidence-based improvement strategies?
3. What systems are in place to prioritize support and funding for identified schools, particularly Title II funds, as described in the LEA Plan, Question #11?
 - a. How does your LEA monitor for effective use of those funds for improving student outcomes in identified schools?
4. What systems are in place to analyze and address the identified resource inequities in schools identified for ATSI?
5. If utilizing Title I and Title II funds for rewards and incentives in schools identified as TSI/ATSI, how does your LEA monitor for effective use of those funds for recruiting and retaining effective staff?
6. For any ATSI schools, what district-level systems of support and continuous improvement are in place to ensure improved achievement for the identified student groups?
7. What are some examples of improved teaching and learning practices as a result of the continuous improvement process?

15.1. Rubric

Beginning	<p>The LEA does not provide a copy of the approved plan for each identified school or the LEA provides a copy of the plan for each identified school but the plan(s) do not include the required components.</p> <p>AND/OR, the LEA does not describe the process to support and monitor implementation of the plans in ATSI schools.</p>
Developing	<p>The LEA provides documentation of the approved plan including required components, BUT does not articulate the process for development and implementation of the plan.</p> <p>The LEA does not provide evidence that the school is receiving specific supports and/or if the LEA is monitoring the plan's implementation with fidelity.</p>
Accomplished	<p>The LEA provides documentation of the approved plan including required components, as well as a process for development and implementation of the plan.</p> <p>The LEA provides evidence that the school is receiving specific supports from the LEA and the LEA is monitoring the school to ensure the plan is implemented with fidelity.</p>
Exemplar	<p>The LEA meets the criteria in the "Accomplished" category, AND provides evidence that the plan is resulting in positive trends for student outcomes.</p>

Section 16 - Title I Fiduciary Requirements

Requirement 16.1. Comparability

The LEA may receive Title I funds if **state and local funds** will be used in schools served with Title funds that, taken as a whole, are at least comparable to services in schools that are not receiving Title I funds. OR, if the LEA is serving all of its schools with Title I funds that, taken as a whole, are at least comparable in each school.

Section 1118(c)

This section is not required for LEAs who are exempt from the Title I Comparability requirement. WISEgrants will identify those LEAs exempt from this requirement.

Resource(s)

- DPI's webpage regarding Title I Comparability:
<https://dpi.wi.gov/title-i/fiscal-information#ComparabilityReporting>

16.1.a. Required Documentation - Policy

Policy to ensure equivalence among schools in teachers, administrators, and other staff and equivalence among schools in the provision of curriculum materials and instructional supplies.

16.1.a. Guiding Questions

- Describe the process used to ensure that **state and local funds** are distributed without taking a school's Title I status into account.
- Describe the process used to ensure Title I funds are used to support students identified with the greatest need. What data is used for this process?

16.1.a. Rubric

Not Applicable	The LEA is exempt from the Title I Comparability requirement.
Beginning	The LEA does not provide a policy or it does not address any of the following: <ul style="list-style-type: none">All grade spans/school tiers receiving Title I, Part A;Equivalence among staff; orEquivalence in the provision of curriculum.
Beginning	The LEA provides a policy that allows for fewer state/local resources to be distributed to schools receiving Title I funds.
Developing	The LEA provides a policy that addresses all Title I receiving grade spans/school tiers, ensures a school's Title I status is not taken into account when distributing state/local funds, BUT the LEA could not articulate how they use data to support decisions regarding Title I funding.

Accomplished	The LEA articulates how they used data to support Title I funding decisions and provides a comparability policy that applies to all grade spans/school tiers; demonstrates that a school's Title I status is not taken into consideration when distributing state/local funds ; AND both of the following: <ul style="list-style-type: none"> • The equivalence among staff and • The equivalence in the provision of curriculum.
Exemplar	The LEA meets the criteria in the "Accomplished" category AND provides supporting data that demonstrates implementation of the LEA's equivalence policy, OR provides a public statement (i.e. on a website) that addresses how equivalence is maintained in its schools.

16.1.b. Required Documentation - Salary Schedule

The LEA's salary schedule (for all schools). *Note: School districts should provide the salary schedule they are required to have on file per Wis. Statute § [119.40](#).*

16.1.b. Guiding Questions

There are no guiding questions for this section.

16.1.b. Rubric

Not Applicable	The LEA is exempt from the Title I Comparability requirement.
Beginning	The LEA does not provide a salary schedule.
Beginning	The LEA provides a salary schedule, but it is not applicable to all schools.
Accomplished	The LEA submits a salary schedule that is complete and includes information for all schools.

16.1.c. Required Documentation - Supporting Documentation

Documentation used to support the data submitted in the Title I Comparability Report in WISEgrants.

16.1.c. Guiding Questions

There are no guiding questions for this section.

16.1.c. Rubric

Not Applicable	The LEA is exempt from the Title I Comparability requirement.
Beginning	The LEA does not provide documentation that aligns with the data submitted in the Title I Comparability Report in WISEgrants.
Accomplished	The LEA provides internal school-level allotment documentation that aligns with the data submitted in the Title I Comparability report.

Requirement 16.2. Title I Supplement, not Supplant

The LEA must use Title I funds to supplement the amount of funds that would, in the absence of these federal funds, be made available from state and local sources for the school. In other words, Title I funds may not be used to supplant (take the place of) state and local funds.

The LEA shall demonstrate that the methodology used to allocate **state and local funds** to each school receiving Title I, Part A funds ensures that such school receives all of the **state and local funds** it would otherwise receive if it were not receiving Title I, Part A funds. *Note: ESSA no longer requires any determination that individual costs are supplemental.*

Section 1118(b)(2)

An LEA is exempt from this requirement if it has:

- one school;
- only Title I schools; or
- a grade span that contains only: a single school, non-Title I schools, or Title I schools (i.e., no methodology is required for this grade span).

Source: Supplement not Supplant Under Title I, Part A, Non-Regulatory Informational Document, United State Department of Education, June 2019.

Resources

- DPI's webpage regarding Title I Supplement, not Supplant:
[https://dpi.wi.gov/title-i/fiscal-information#Supplement Not Supplant](https://dpi.wi.gov/title-i/fiscal-information#Supplement%20Not%20Supplant)

16.2. Required Documentation

The methodology used to allocate **state and local funds**, ensuring that schools receiving Title I, Part A received all of the **state and local funds** they would otherwise receive if they were not Title I schools. An LEA's methodology must:

- demonstrate that Title I schools received all **state and local funds** for which they are entitled;
- be "Title I neutral" (i.e. does not take a school's Title I status into consideration); and
- be documented.

16.2. Guiding Questions

1. How does the methodology meet the needs of the most vulnerable students?
2. Describe the process to ensure the methodology is culturally responsive and relevant to the needs of the students.
3. Describe the data used or factors taken into consideration to determine the methodology (e.g., school achievement data, school poverty data, data on resource inequities, etc.).

16.2. Rubric

Not Applicable	The LEA is exempt from this requirement.
Beginning	The LEA is not exempt from this requirement, BUT did not submit a methodology.
Beginning	The LEA provides a methodology that is not Title I neutral. In other words, the methodology includes a school's Title I status as a factor in determining the amount of state and local funds each school receives.
Beginning	The LEA provides a methodology that does not demonstrate Title I schools received all the state and local funds for which they are entitled.
Developing	The LEA provides a methodology that demonstrates that Title I schools receive all state and local funds for which they are entitled and is "Title I neutral", BUT the LEA does not use data or assess its resource inequities in order to adjust the methodology (as necessary) to ensure that it is culturally responsive and relevant to the needs of students.
Accomplished	<p>The LEA provides a methodology that demonstrates that Title I schools receive all state and local funds for which they are entitled and is "Title I neutral."</p> <p>Additionally, the LEA uses data and/or assesses its resource inequities in order to adjust the methodology (as necessary) to ensure that it is culturally responsive and relevant to the needs of students.</p>
Exemplar	The LEA meets the criteria in the "Accomplished" category AND has written procedures on how the methodology will be reviewed and revised annually.
Exemplar	The LEA meets the criteria in the "Accomplished" category AND has examples of how their methodology has contributed to improved student achievement.

Title II, Part A Requirements

Purpose of Title II, Part A

The purpose of Title II, Part A is to increase student achievement through strategies, such as improving teacher and principal quality and increasing the number of effective teachers and leaders in the districts.

Note: The following Title II requirements will be discussed in the ESEA Consolidated Section - Section 3 - Professional Development.

- *LEAs shall use Title II funds to address the learning needs of all students, including children with disabilities, English learners, and gifted and talented students (Section 2103 (b)(2)).*
- *LEAs shall ensure activities are aligned with college- and career-ready standards (Section 2102(b)(2)(A)).*
- *LEAs shall ensure activities are evidence-based strategies that are sustainable, measurable, and have a positive impact on student achievement in a well-rounded education (Section 8101(42)).*

Section 17 - Equitable Distribution of Teachers

Requirement 17.1. Equitable Distribution of Teachers Plan

Every LEA receiving Title I, Part A funds shall analyze school-level data to see if low-income students, English learners, and students of color are being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers, and if so, create a plan for how they will eliminate those gaps.

- Inexperienced: a teacher that has been teaching in a licensure area for three years or less.
- Out-of-Field: a teacher that is teaching on an emergency license/permit.
- Ineffective: a teacher that does not meet the Wisconsin teaching standards. LEAs are encouraged to use local data to help further determine ineffective teachers.

Sections 1111(g)(1)(B)

17.1. Required Documentation

A plan for the equitable distribution of teachers and leaders to ensure that low-income students, English learners, and students of color are not being taught at disproportionate rates by ineffective, inexperienced, or out-of-field teachers.

17.1. Guiding Questions

1. Describe the process used to monitor the achievement gap identified in the plan for equitable distribution of teachers and leaders to address the socioeconomic, race/ethnicity, special education, and English learner student needs.
2. How does the impact on teacher/principal/other school leaders' mobility rates compare to other schools within the district?
3. Describe the process used to identify the teachers and principals having the greatest success improving student achievement and closing student achievement gaps.
4. Describe the process used to ensure all Title II, Part A funds target schools with the highest proportion of ineffective teachers or principals, or with the largest proportion of students who do not meet the college- and career-ready standards and/or the Wisconsin Academic Standards.

17.1. Rubric

Beginning	The LEA does not have a plan for equitable teacher distribution or the plan is outdated.
Developing	The LEA provides a plan for equitable distribution of teachers and leaders that is updated regularly; reflects new teacher growth strategies; and addresses the needs of all disadvantaged students. The LEA articulates how the equity plan is developed/implemented, BUT the teacher/principal/other school leaders' mobility rates from the district are relatively too high compared to similar districts and/or during recent years.
Developing	The LEA provides a plan for equitable distribution of teachers and leaders; the plan is updated regularly and addresses the needs of all disadvantaged students. The LEA could not articulate how the equity plan was implemented.
Accomplished	The LEA provides a plan for equitable distribution of teachers and leaders that is updated regularly and addresses the needs of all disadvantaged students. The LEA articulates how the equity plan is implemented.
Exemplar	The LEA meets the criteria in the "Accomplished" Category AND the plan shows positive and promising results.

Section 18 - Recruitment and Retention

Requirement 18.1 Recruitment and Retention Plan(s)

The LEA shall have systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful leadership.

Section 2102(b)(2)(B)

Resource(s)

- DPI's webpage on coaching: <https://dpi.wi.gov/news/dpi-connected/when-you-say-coaching>
- Instructional Coaching Group website: <https://instructionalcoaching.com/resources/>
- Instructional Coaches toolkit: <https://resources.corwin.com/impactcycle/student-resources/instructional-coaches'-toolkit>

18.1.a. Required Documentation

Evidence that the LEA is offering resources, such as tuition reimbursement, release time, and test preparation to inexperienced teachers teaching with emergency or provisional credentials, and teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

18.1.a. Guiding Questions

1. What services and resources are offered to teachers teaching with emergency or provisional credentials and teachers not teaching in the field or subject they are certified or licensed, to become effective teachers?
2. What services and resources are offered to inexperienced teachers to build their capacity to address the socioeconomic, race/ethnicity, special education and English learner student educational needs?

18.1.a. Rubric

Beginning	The LEA does not have evidence that it has resources for inexperienced teachers and/or teachers who are not teaching in the subject or field for which the teacher is certified or licensed.
Developing	The LEA provides inexperienced teachers resources, BUT it is at the teacher's request.
Accomplished	The LEA has a system in place to provide any the following resources to inexperienced teachers: <ul style="list-style-type: none">• Mentoring and coaching by experience teachers;• Tuition reimbursement; and• Capacity building opportunities to address needs of historically and/or currently marginalized student groups (i.e. English learners, students with disabilities, etc.).
Exemplar	The LEA meets the criteria in the "Accomplished" Category AND has evidence that their system resulted in effective teachers.

18.1.b. Required Documentation

Documentation (timelines, meeting calendars or agendas, observation/rating schedules, and training schedules, etc.) demonstrating opportunities for educator advancement initiatives to promote professional growth. Documents may include any of the following:

- A recruitment/retention plan demonstrating a teacher mentorship program that is based on teacher rating, principal observations, and a principal coaching plan based on evidence-based strategies and will result in stronger instructional leaders.
- A professional development plan that includes both a teacher mentorship program and a principal coaching plan.

18.1.b. Guiding Questions

1. What resources are provided to principals and teachers to support identified areas needing growth?
2. What incentives or opportunities are provided to exemplary principals and teachers?
3. Describe the process used to ensure all new teachers receive mentoring.
4. Describe the process used to ensure those observing principal or teacher practice have an understanding of effective practices and levels of performance.
5. How does your LEA ensure those observing principal or teacher practice have the ability to lead or facilitate high quality coaching conversations based on identified levels of practice?

18.1.b. Rubric

Beginning	The LEA does not provide evidence demonstrating opportunities for educator advancement initiatives to promote professional growth.
Beginning	The LEA provides evidence of educator advancement initiatives that: <ul style="list-style-type: none">• Are simply based on self-reflection or is a simple performance evaluation and has no observation component or• Does not align with most current research strategies.
Developing	The LEA provides documentation demonstrating opportunities for educator advancement initiatives to promote professional growth, BUT the LEA could not speak to the mentoring and coaching plans, or the mentoring and coaching plans lack cohesiveness.
Accomplished	The LEA provides evidence demonstrating opportunities for educator advancement initiatives to promote professional growth aligned with current resource strategies and include mentoring plan(s) based on observations and coaching.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND has evidence of any of the following: <ul style="list-style-type: none">• The mentoring and coaching plan used evidence-based strategies and practices that meet Tier 1/Tier 2 for teachers and principals respectively.• The recruitment/retention plan had a significant impact on student achievement.• The number of effective teachers increased.• The retention practice was co-created by teachers, administrators, and the school board.

-
- The recruitment plan includes recruitment from historically black colleges.
 - The LEA pays for the cost of credits that align with the district priorities (i.e. if the LEA needs a teacher with a 316 license, then the LEA would pay for the teacher to obtain their 316 licensure).
-

Section 19 - Teacher and Paraprofessional Qualifications

Requirement 19.1. Teacher Qualifications

All teachers working in a program supported with Title I funds are appropriately licensed. This includes all teachers in a Title I schoolwide program and all teachers supporting a Title I targeted assistance program are appropriately licensed (regardless of how those teachers salaries are funded).

Section 1111(g)(2)(J)

19.1. Required Documentation

No documentation is required for this requirement, as it is collected in WISEstaff.

19.1. Guiding Questions

1. Describe the process to ensure that all teachers in a Title I schoolwide program and all teachers supporting a Title I targeted assistance program are appropriately licensed (regardless of how those teachers salaries are funded).

Note: Educators teaching English learners must hold an ESL or bi-lingual license pertaining to the appropriate subject matter and grade level.

19.1. Rubric

Beginning	The LEA has one or more teachers working in a Title I school implementing a schoolwide program who are not appropriately licensed. The LEA has one or more teachers supporting a Title I targeted assistance program who are not appropriately licensed.
Developing	All teachers supporting programs for Title I students (whether in a schoolwide program or a targeted assistance program) are appropriately licensed, BUT the LEA does not have a system or process in place to ensure they continue to meet this requirement.
Accomplished	All teachers supporting programs for Title I students (whether in a schoolwide program or a targeted assistance program) are appropriately licensed and the LEA can articulate their process/system to ensure they continue to meet this requirement.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND explains that their system to ensure the requirement is documented and reviewed annually.

Requirement 19.2. Paraprofessional Qualifications

LEAs shall have all instructional paraprofessionals in schools implementing a Title I schoolwide program (regardless of funding source) and all instructional Title I paraprofessionals funded by Title I in targeted assistance schools be certified by meeting the hiring requirements.

Section 1111(g)(2)(J)

Resource(s)

- DPI's webpage regarding paraprofessional requirements:
<https://dpi.wi.gov/title-ii/paraprofessionals-hiring-requirements>
- DPI's Title I Paraprofessional Hiring Implementation Guide:
<https://dpi.wi.gov/sites/default/files/imce/title-ii/ESSA-Title-I-Paraprofessional-Hiring-Implementation-Guide.pdf>
- DPI's YouTube video regarding paraprofessional hiring options:
<https://youtu.be/XvoEDGwAonk>

19.2.a. Required Documentation

Procedures used to ensure that all new hires for paraprofessionals meet the ESEA requirements prior to employment.

19.2.a. Guiding Questions

1. Describe the process used to ensure that all instructional paraprofessionals meet the ESEA requirements prior to employment.
2. What is the onboarding and ongoing professional development offered to instructional paraprofessionals in your LEA?

19.2.a. Rubric

Beginning	The LEA does not provide a plan to ensure that all Title I instructional paraprofessionals meet the hiring requirements.
Beginning	The document used to verify the hiring requirements is not aligned with the WI Title I Paraprofessional Hiring Implementation Guide: https://dpi.wi.gov/sites/default/files/imce/title-ii/ESSA-Title-I-Paraprofessional-Hiring-Implementation-Guide.pdf
Developing	The LEA provides a plan to ensure that all Title I instructional paraprofessionals meet the hiring requirements, BUT the LEA could not articulate the procedures used to recruit and hire paraprofessionals and/or verify the credentials of the paraprofessionals.
Accomplished	The LEA has procedures in place to ensure that all Title I instructional paraprofessionals meet the hiring requirements. The procedures align with the WI Title I Paraprofessional Hiring Implementation Guide: https://dpi.wi.gov/sites/default/files/imce/title-ii/ESSA-Title-I-Paraprofessional-Hiring-Implementation-Guide.pdf
Exemplar	The LEA ensures all instructional paraprofessionals meet the hiring requirements in anticipation of applying for schoolwide programs in the future.

19.2.b. Required Documentation

Roster listing all of the following:

- Names and credentials of all paraprofessionals working with Title I students;
- Assessment used to verify the hiring requirements of each paraprofessional; and
- Names of each paraprofessional's supervising teacher(s) in Title I schoolwide programs and Title I funded paraprofessionals in Title I targeted assistance programs.

19.2.b. Guiding Questions

There are no guiding questions for this requirement.

19.2.b. Rubric

Beginning	The LEA does not provide a list of the paraprofessionals and their credentials working in Title I programs or the list does not include the name of each paraprofessional's supervising teacher.
Beginning	The LEA employs staff that performs the duties of paraprofessionals, BUT they were not included in the roster and/or they do not meet the hiring requirements.
Beginning	The LEA provides evidence that all instruction paraprofessionals working with Title I students meet the hiring requirements, BUT the roster does not show the type of assessment used to verify they meet the hiring requirements.
Beginning	The LEA provides the roster of paraprofessionals who completed the requirements under No Child Left Behind (NCLB), BUT the documents to support the evidence are missing.
Accomplished	The LEA provides evidence that all instruction paraprofessionals working with Title I students meet the hiring requirements and the list includes the name of the supervising teacher for each paraprofessional.

Title III, Part A Requirements

Purpose of Title III, Part A

An LEA (or Consortia) shall use its Title III funds for providing professional development; providing and implementing effective activities and strategies that enhance or supplement language instruction education programs (LIEPs) for English learners (ELs); and parent, family, and community engagement activities.

Note: The family engagement and professional development requirements for Title III, Part A are discussed in the ESEA Consolidated sections of this document.

Section 20 - Title III, Part A Activities

Resources

- DPI's English Learner Policy Handbook:
<https://dpi.wi.gov/english-learners/el-identification-and-placement>

Requirement 20.1. Instruction

The LEA shall use Title III funds to increase the English language proficiency of ELs by providing effective language instruction educational programs (LIEPs) that meet the needs of ELs and demonstrate success in increasing English language proficiency **and** student academic achievement.

Activities and services supported by Title III shall supplement the LIEP that is provided by the LEA in order to meet the requirements of Title VI of the Civil Rights Act of 1964 and the Equal Education Opportunities Act (EEOA).

Sections 3115(c)(1) and 3115(g)

20.1. Required Documentation

The LEA's LIEP(s). LEAs may meet this requirement in one of two ways:

- Identify that the LEA level LIEP(s) described in the ESSA LEA plan (questions 17, 18.1, and 18.2) in WISEgrants is current and up-to-date or
- Provide the most current and up-to-date LEA level LIEP(s).

20.1. Guiding Questions

1. If not specified in the documentation, what LIEP program model(s) is being implemented (i.e. bilingual, content base, etc)?
2. Describe the process used to place students who are ELs in the appropriate LIEP program model.
3. How do your LEA ensure services for all ELs, including ELs with disabilities, are included in extra or co-curricular activities offered by the LEA?

4. How does your LEA ensure students are not kept in language instruction programs longer than necessary?
5. When there is no EL teacher, how do content teachers determine the language or content support that ELs need in order to meet the state academic standards?
6. How do your LEA ensure that all teachers are fluent in English or the language of instruction?
7. How does your LEA meet the needs of an EL whose parents have refused the LIEP services offered?
8. How does your LEA ensure the LIEP includes sufficient resources, including qualified ESL staff, time, and materials to effectively implement the chosen LIEP model(s)? For example, does the staff to student ratio for the LIEP compare to local policy for staff to student ratio for general education programs?

20.1. Rubric

Beginning	The LEA does not have an LIEP program or plan.
Beginning	The LEA meets the criteria in the “Accomplished” category, BUT the ESSA LEA plan questions 17, 18.1 and 18.2 do not reflect the LEA’s practices described in this process.
Developing	<p>The LEA implements the LIEP described in the ESSA LEA Plan and articulates some, BUT not all of the following:</p> <ul style="list-style-type: none"> • Processes to ensure that students who are ELs are placed in the appropriate LIEP model or a plan is in place for ELs whose parents have refused any or all services; • Processes to ensure students are exited at appropriate times; • The LIEP model(s) addresses the language and academic needs of students who are ELs; • Students who are ELs are included in curricular and co-curricular activities; • Teachers are fluent in English or the language of instruction; and • The LIEP is appropriately staffed (comparable to the local policy for general education) and has other sufficient resources to meet the needs of the LIEP.
Accomplished	<p>The LEA implements the LIEP described in the ESSA LEA Plan AND articulates all the of the following:</p> <ul style="list-style-type: none"> • Processes to ensure that students who are ELs are placed in the appropriate LIEP model or a plan is in place for ELs whose parents have refused any or all services; • Processes to ensure students are exited at appropriate times; • The LIEP model(s) addresses the language and academic needs of the students who are ELs; • Students who are ELs are included in curricular and co-curricular activities; • Teachers are fluent in English or the language of instruction; and • The LIEP is appropriately staffed (comparable to the local policy for general education) and has other sufficient resources to meet the needs of the LIEP.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND demonstrates their LIEP resulted in positive student outcomes.

Requirement 20.2. Program Evaluation

LEAs must use Title III funds for effective approaches and methodologies to assist ELs in attaining English proficiency and parity of participation in the standard instructional program by providing effective language instruction educational programs that meet the needs of ELs which includes their families and demonstrates success in increasing and building local capacity to meet this need.

Section 3115(c)

Resource(s)

- Hyperlink to tools and resources for evaluating the effectiveness of a district's EL program.
<https://www2.ed.gov/about/offices/list/oela/english-learner-toolkit/chap9.pdf>

20.2. Required Evidence

No additional evidence is required because the LEA's process for continuous improvement at the district and/or school level should be inclusive of the LIEP for students who are ELs.

20.2. Guiding Questions

1. Describe the processes in place for planned, deliberate continuous improvement to ensure effective approaches and methodologies proven-effective for teaching ELs, effective LIEPs are implemented with fidelity, etc.
2. How does your LEA ensure there is sufficient staffing and resources to implement an effective program based on sound theory by experts in the field?
3. Data for decision making:
 - a. What data is used in the evaluation process to determine program effectiveness (e.g. comparable performance data that is longitudinal in nature and includes a variety of learners, current ELs, former ELs, never-EL, ELs w/disabilities, etc.)?
 - b. Describe the process to use, gather, and analyze data to identify areas of improvement and modify the LIEP programs and services, as appropriate.
4. Does the evaluation cover all procedural and service provision requirements set forth in the LIEP, including instruction, family engagement, and professional development?

20.2. Rubric

Beginning	The LEA does not provide evidence of continuous improvement to ensure effective approaches for teaching ELs in providing language instruction and access to content.
Developing	The LEA provides a basic process of continuous improvement to ensure effective approaches for teaching ELs in providing language instruction and access to content, BUT does not include a variety of data sources or all of the procedural and service provisions requirements that are set forth in the LEA's LIEP.
Accomplished	The LEA has a complete evaluation process that works towards attainment of language proficiency and parity of participation in the standard instructional program which is driven by multiple data sources and covers all procedural and service provision requirements that are set forth in the LEA's LIEP.

Exemplar	The LEA meets the criteria in the “Accomplished” category AND demonstrates an evaluation process with actionable steps for the district, school, and student levels and includes EL stakeholders (i.e. students, parents, community members) as part of the entire process.
-----------------	---

Requirement 20.3. Consortium Participation

LEAs with Title III allocation that is less than \$10,000 must join a Title III consortium to support their students who are English learners (ELs).

Section 3114(b)

This section only applies to local educational agencies (LEAs) who are eligible for Title III funds, but do not meet the threshold of \$10,000 required to manage their own funds.

Resource(s)

- <https://dpi.wi.gov/english-learners/title-iii/consortium-guidelines>

20.3. Required Evidence

Memorandum of Understanding (MOU) or written agreement demonstrating how the consortium is meeting the local needs of the LEA.

Note: The MOU/agreement should address the LEA's needs to serve students who are ELs in instruction, professional development, and/or family engagement.

20.3 Guiding Questions

1. Describe the processes in place for planned and deliberate consultation with the consortium leaders to meet the needs of local students identified as English learners.
2. Describe how data sources are used to determine needs to be addressed with support of the consortium leaders.
3. How is your LEA engaged in the budgeting process with the fiscal agent?
4. How are all teachers and principals (not only English learner and bilingual specialists) included in consortium activities related to meeting the needs of multilingual learners?
5. Describe the process in place to include private schools' participation, when applicable, in collaboration with the consortium.

20.3 Rubric

Beginning	The LEA does not provide an MOU or written agreement.
Developing	The LEA has an MOU or written agreement with the consortium leader, BUT contains “boilerplate” language and does not specifically address the needs of students who are ELs in the LEA or ELs attending private schools, if applicable.

Accomplished	The LEA has an MOU or written agreement with the consortium leader that is specific to the needs of the students who are ELs in the LEA, including ELs attending private schools, if applicable.
Exemplar	The LEA meets the criteria in the “Accomplished” category AND has regular standing meetings with the consortium leader to address concerns and continue improvements to the activities within the coordination agreements.

Title IV, Part A Requirements

Purpose of Title IV, Part A

The purpose of the Title IV, Part A, Student Support and Academic Enrichment grant is to improve students' academic achievement by providing all students with access to a well-rounded education, improving school conditions for student learning, and improving the use of technology in order to improve academic achievement and digital learning for all students.

Section 21 - Title IV Activities

Requirement 21.1. Prioritization

LEAs will prioritize the distribution of funds to schools with the greatest needs.

Sections 4106(e)(2)(A)

21.1. Required Documentation

A synopsis of how funded activities align with schools of greatest need.

21.1. Guiding Questions

1. What criteria were used to determine which schools received funding?

21.1. Rubric

Beginning	The LEA does not provide evidence that Title IV-A dollars are being directed to schools or populations of greatest need.
Developing	The LEA provides a summary of which schools or populations are receiving Title IV-A funds, BUT does not provide evidence that data was used to drive funding decisions.
Accomplished	The LEA provides a synopsis that includes criteria used to direct funding to schools or populations of greatest need and provides a summary of activities chosen and schools/populations receiving the funding.
Exemplar	The LEA meets the criteria in the "Accomplished" category AND demonstrates that a needs assessment was used to drive funding decisions, regardless of the size of the district allocation.